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AUTHOR Farmer, Edgar I.
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ABSTRACT

This report describes planning, implementation, and evaluation procedures involved in conducting eight regional institutes to provide staff development activities for vocational teachers and counselors. The introduction summarizes project purposes and objectives and general background information on the 256 secondary and postsecondary teachers and counselors who participated. Each of the eight institutes is then discussed separately. Information provided in each description includes introduction, pre-assessment of participants, treatment given to participants, post-assessment, conclusions, tables of pre- and post-assessment results, program agenda, and participant comments from post-assessment questionnaires. The final section provides discussion and conclusions based on findings from pre- and post-assessments. These major accomplishments are cited: more realistic education/career planning by disadvantaged students; better linkage between secondary education, postsecondary education, prime sponsors, and community; teachers and counselors more sensitive to needs of disadvantaged students and acting as liaison between them and academic environment of school; establishing mechanism to increase information exchange between prime sponsors and educational institutions; improved teacher and counselor skills for working with disadvantaged; and increased percentage of disadvantaged students continuing education into postsecondary level. Suggestions for enhancing success of teachers working with disadvantaged students and recommendations for practice and research are made. (YLB)

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REGIONAL STAFF DEVELOPMENT INSTITUTES FOR VOCATIONAL TEACHERS AND VOCATIONAL COUNSELORS WORKING WITH DISADVANTAGED STUDENTS: FINAL REPORT

JUNE 16-27, 1980

FUNDED FROM THE ONE PERCENT LINKAGE FUNDS OF THE GOVERNOR'S SPECIAL GRANT FUNDS THROUGH THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

CE 029 696

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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State Board of Education
Raleigh, North Carolina

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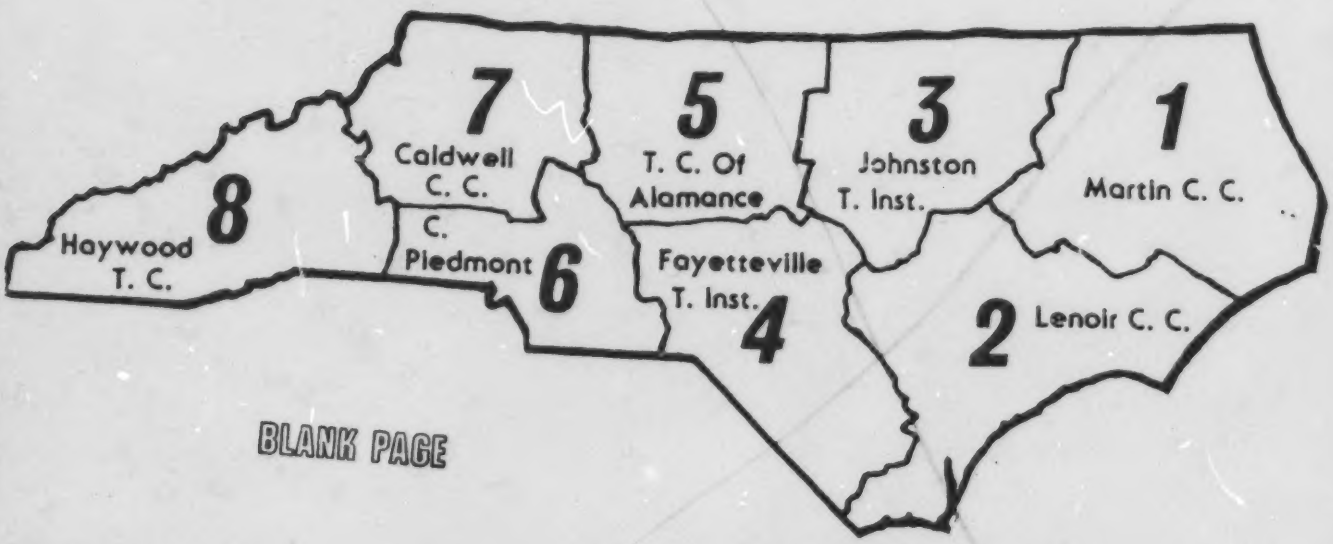

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June 16 - 27, 1980

Funded From The One Percent Linkage Of The Governor's Special Grant Funds Through The Comprehensive Employment and Training Act

CE029696

State Board Of Education
Raleigh, North Carolina

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Foreword

There are many students enrolled in vocational education at the secondary and postsecondary levels who, because of limitations beyond their control, require special services, programs, or other types of assistance in order to succeed in vocational programs. Instructional and supportive personnel must possess specialized skills in order to assist special needs students in the development of competencies and skills commensurate with their interest, aptitudes, and abilities.

Through the cooperative efforts of the Department of Public Instruction, the Department of Community Colleges, and CETA Prime Sponsors, eight regional institutes were conducted for vocational education teachers and vocational counselors from secondary and postsecondary institutions to provide training in planning and implementing programs and services for special needs students in vocational programs.

This report provides a description of the planning, implementation and evaluation procedures involved in conducting this staff development activity. The summary of the evaluation instruments completed by the participants provides evidence relative to the degree the objectives of the institutes were met. The report also provides documentation of the successful cooperative efforts of different state, regional, and local agencies working together to accomplish a common goal.

Clifton B. Belcher, Director
Division of Vocational Education

ACKNOWLEDGEMENTS

The regional institutes could not have been conducted without the cooperation and assistance of numerous educators and administrators throughout North Carolina. The President's staff of Community Colleges and Technical Institutes cooperated with the Vocational Education Special Programs staff, allowing the institutes to be conducted on their campuses.

Special thanks is given to the CETA prime sponsors that participated in the planning and implementation of the institutes. Their involvement served as a catalyst, especially in the areas concerning economic deprivation.

Most meaningful contributions to the institutes were made by the various regional coordinators and their respective staffs. They include John Hassell, Carter Newsome, Joan Smith, John Huffman, Woody Bostic, Earl Price, Tom Bridges, and Bud Gibson.

The regional vocational coordinators were assisted by many persons on their staffs. Although they are too numerous to name, most of them are noted in this report according to their respective regions.

Appreciation is extended to a number of personnel at the Department of Public Instruction. The following persons provided meaningful input during the planning stages of the project - Cliff Belcher, Barbara Carraway, Danny Hardee, and Harold Butts. Special appreciation is extended to Priscilla Weber, Secretary at the North Carolina Department of Public Instruction, and Bill Mock, Computer Specialist at the North Carolina A & T State University. Their contribution and expertise were significant factors in completing this final report.

Finally, special thanks is also extended to Al Carson, Chief Consultant, of the project and of Special Programs Unit in Vocational Education. His assistance and leadership contributed to the success of the entire project.

Any errors or omission of names and data are attributable directly to the project planner/evaluator. Thus, it is with sincere wishes that this report will make some small contribution to the field of knowledge related to Vocational Education Teachers and Counselors serving Disadvantaged Students.

Edgar I. Farmer, D. Ed.
Project Planner/Evaluator
September, 1980

INTRODUCTION

The Problem

A major problem facing vocational education, and has been for some time, is, "How can we provide effective staff development programs for classroom teachers and counselors in order to enhance their success with disadvantaged students?" In response to this question, the Department of Public Instruction, Community Colleges, and Prime Sponsors in North Carolina joined together and provided eight one-week regional institutes.

The institutes at each educational region were held in a local community college or technical institute. Thus, the scope of the project was statewide; this included approximately 256 vocational teachers and counselors in five days of inservice training at each institute.

A pre- and post-assessment was completed by each participant. Their assessment assisted the project planner/evaluator in determining the effectiveness of the project. The planner/evaluator was selected from the university level primarily because of his background and professional experience with vocational administrators and teachers of special needs programs throughout the country.

Purpose of the Project

There were four major reasons for conducting this particular project. They were:

1. To provide in-service opportunities for 256 secondary and postsecondary vocational teachers and counselors to upgrade competencies needed in working with disadvantaged students.

2. To develop leadership qualities necessary for secondary and postsecondary vocational teachers and counselors to effectively teach and counsel disadvantaged students.

3. To provide linkage between secondary personnel, postsecondary personnel, prime sponsors, other related agencies, and the business community in working with disadvantaged students.

4. To conduct a realistic and effective evaluation of the institute approach for providing future in-service activities for vocational teachers and vocational counselors working with disadvantaged students.

Objectives

The objectives of the institutes were stated behaviorally. Most of the participants were able to complete the following objectives at the end of the institutes.

1. State in writing the legal CETA definition of economically disadvantaged students and determine how to properly identify disadvantaged students with 90 percent accuracy.

2. State in writing at least five major effects of economic deprivation which may affect student behavior and learning such as:

   A. Below grade level in communication and computational skills
   B. Disrespect for authority
   C. Disruptive behavior - active/passive
   D. Failure orientation
   E. Motivation
   F. Negative self-concept
   G. Poor work habit and/or study habits
   H. Short attention span
   I. Others

Each participant was required to design at least two strategies to assist students in overcoming some of their major problems, as indicated above in items A thru I.

3. Be able to assist disadvantaged students in developing long-range career plans, how to become employable, as well as how to get and retain a job.

Each participant was also required to identify at least one appropriate vocational interest and aptitude test for use with disadvantaged students and determine two different methods of administering the selected tests.

4. The vocational teachers and counselors were also required to serve as a cadre to train "others" in their respective LEAs or institutions. Evidence of competence to achieve this objective was reflected as a section of the Plan of Action developed.

5 Develop a tentative Plan of Action for submission to the appropriate State agency. Each plan was critiqued by the workshop presenter. Final approval was granted by the regional coordinator of vocational education. The Plan of Action included:

   a. The legal CETA definition of economically disadvantaged students.
   b. Means of proper identification of these students.
   c. Strategies for assisting disadvantaged students overcome effects of economic deprivation.
   d. Strategies for assisting disadvantaged students develop long-range career plans on how to become employable and how to retain a job.

e. A training plan to assist "others" within their respective schools and institutions on techniques of working with disadvantaged students to improve personal skills, work habits, attitudes, and job skills.
f. Strategies for improving "others" in respective LEAs and institutions.

6. Finally, each participant was asked to submit at least three questions they would like asnwered during the institute.

Answers to the teachers' and counselors' questions are discussed in this document. Thus, according to the evaluation and comments from the participants, most of their questions were satisfactorily answered. The results of the institutes indicated that they were quite successful as noted in this section of the document.

GENERAL BACKGROUND INFORMATION

Job Title

The data concerning job title and sex revealed that most of the respondents were classroom teachers (n=124), about 51 percent as shown in Table 1. As can be seen in Table 1, 59 percent of the respondents were females. It should be noted that some of the participants did not respond to these two items.

TABLE 1

FREQUENCIES AND PERCENTAGES OF THE REGIONAL INSTITUTE RESPONDENTS CONCERNING THEIR POSITION AND THEIR SEX

VARIABLE	NUMBER OF FREQUENCIES PRE-ASSESS	POST-ASSESS	PERCENTAGES PRE-ASSESS	POST-ASSESS
TEACHER	124	127	50.8	53.1
COUNSELOR	50	52	20.5	21.8
ADMIN./COORDINATOR	68	60	27.9	25.1
MISSING RESPONSE	3	0	.8	0
TOTALS	245	239	100	100
SEX				
MALE	99	93		38.9
FEMALE	139	141		59.0
MISSING RESPONSE	7	5		2.1
TOTALS	245	239		100

GENERAL BACKGROUND INFORMATION

Place of Employment

Table 2 presents the distribution of frequencies and percentages concerning the respondents place of employment. Eighty-one percent (198 of 245) were working in comprehensive high schools. A small number of participants worked in vocational technical centers or community college/technical institutes. Unfortunately, only 2.9 percent represented CETA. We anticipate that the articulation with CETA personnel will increase in the near future.

TABLE 2

FREQUENCIES AND PERCENTAGES OF THE
REGIONAL INSTITUTE RESPONDENTS
CONCERNING THEIR PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	NUMBER OF FREQUENCIES		PERCENTAGES	
	PRE-ASSESS	POST-ASSESS	PRE-ASSESS	POST-ASSESS
HIGH SCHOOL	198	202	81.1	84.5
VOC. TECH. CENTER	3	7	1.2	2.9
COM. COLLEGE/TECH. INSTITUTE	34	24	13.9	10.0
CETA	7	5	2.9	2.1
MISSING RESPONSE	3	1	.8	.4
TOTALS	245	239	100	100

GENERAL BACKGROUND INFORMATION

Education Regions

As can be seen in Table 3, 256 persons were listed as particiapants for eight one-week regional institutes. Region VII had the largest number of participants (36), and Region I had the lowest number (24).

Most of the regions had the same number of pre- and post-assessment returns. However, in a few instances, there were some discrepancies. It should be noted that the computations were based on the total number of returned frequencies in the pre- and post-assessments.

TABLE 3

FREQUENCIES AND PERCENTAGES OF THE REGIONAL INSTITUTE RESPONDENTS ACCORDING TO THEIR EDUCATION REGIONS

INSTITUTE LOCATION	NUMBER OF FREQUENCIES PRE-ASSESS	POST-ASSESS	NO. PARTICIPANTS LISTED	PERCENTAGE PRE-ASSESS	POST-ASSESS
REGION # 1	24	24	24	9.4	10.0
REGION # 2	31	27	32	12.7	11.3
REGION # 3	30	30	31	12.3	12.6
REGION # 4	31	34	40	12.7	14.2
REGION # 5	32	32	32	13.1	13.4
REGION # 6	26	26	26	10.7	10.9
REGION # 7	36	36	36	14.8	15.1
REGION # 8	35	30	35	14.3	12.6
TOTAL	245	239	256	100	100

LOCATION OF INSTITUTE: (NORTHEAST SECTION OF THE STATE)
MARTIN COMMUNITY COLLEGE
WILLIAMSTON, NORTH CAROLINA
JUNE 16 - 20, 1980

REGIONAL PLANNING STAFF: JOHN HASSELL, COORDINATOR, VOCATIONAL EDUCATION
JEANNETTE SHAW, COORDINATOR, EXCEPTIONAL CHILDREN
DRUE NARKON, STAFF DEVELOPMENT SPECIALIST, EXCEPTIONAL CHILDREN
BILLY REVELS, COORDINATOR, STAFF DEVELOPMENT
JEAN DANIELS, MARTIN COMMUNITY COLLEGE

Introduction

Dr. C. Neill McLeod, President of Martin Community College in Williamston, North Carolina, extended herself and staff to host and present a very interesting and timely workshop. Presenters from Region I, and other regions throughout the State, were utilized in the workshop as shown in the program.

The participants involved in the workshop were vocational teachers and counselors, administrators and CETA personnel. Most of these persons were residents of Region I, which include counties such as Pitt, Beaufort, Hyde, Washington, Martin and others located in the northeast section of North Carolina (see map of Region I).

Each of the participants was required to complete a pre-assessment questionnaire prior to attending the workshop, which served as a treatment. After completing the workshop, a post-assessment was given to each participant. The pre-assessment, treatment, and post-assessment in Region I will be discussed further in this section of the report.

Pre-Assessment

Tables 4, 5, and 6 depict the distribution of return frequencies as noted by 24 participants in Region I. As can be seen in Table 5, most of the respondents felt confident in performing task items 11 and 12 which concerned the identification of resources. In Table 6, the results show that more than 70 percent (18 or 24 or 73 percent) of the respondents felt confident in performing task item 21, "helping disadvantaged students develop positive attitudes about themselves and the world of work."

Treatment

The instructional program activities at the workshop represented the treatment given to each participant. Most of the participants indicated favorable responses to the instructional activities, as noted by their comments. Some examples are, "I obtained much needed information from this workshop and feel that it will be a great help in the coming teaching year," and "this workshop was very informative and I am very pleased to have been a part of it. The instruction was very detailed and helpful." Additional comments concerning Region I are listed in this section (see comments obtained from Region I).

Post-Assessment

In Tables 6, 8, and 9, the post-assessment response frequencies of the performance tasks were indicated by the 24 participants in Region I. The vast majority of the respondents indicated their confidence in performing the task items. However, as can be seen in Table 7, some of the respondents (5 of 24 or 21 percent) did not feel confident with performing task item 8, "identifying the specific nature of the student learning difficulty."

Conclusion

The results clearly show that there were differences in the response ratings of the participants concerning their pre- and post-assessments of the workshop. These differences were quite favorable. It appears that the workshop's instructional activities were very helpful to the participants in Region I as noted by their favorable response ratings and comments.

TABLE 4

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	7	12	2	3	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	3	12	4	5	
3. Establish an appropriate attitude toward disadvantaged students.	1	1	3	13	5
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	2	9	5	7	1
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	4	7	3	5	4
6. Describe several major effects of economic deprivation of disadvantaged students.	1	5	3	11	4
7. Analyze disadvantaged students occupational interest and aptitudes.	1	7	7	7	2
8. Identify the specific nature of the students learning difficulty.	2	9	4	9	

NOTE The response rating for this particular district is based on 24 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 5

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	1	7	4	10	1
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1	6	2	14	1
11. Identify supportive and resource personnel.		6	4	13	1
12. Identify a variety of community and governmental agency resources.	1	5	3	14	1
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	2	3	6	12	
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	2	13	6	3	
15. Develop instructional materials for disadvantaged students.		6	7	9	
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		5	5	3	6
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.		1	7	9	7

TABLE 6

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	1	5	5	11	1
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	1	4	8	8	2
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	1	2	8	11	1
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	1	2	3	17	1
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.		7	7	9	
23. Identify and solve problems concerning how to become employable and how to retain a job.		4	6	11	2
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.		9	10	4	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	1	7	9	5	1

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Place: Martin Community College
Building 1, Room 14

Dates: June 16-20, 1980

Hours: 9:00 a.m. - 4:00 p.m.

Monday, June 16, 1980

9:00 - 9:30 Introduction of Host
Jean Daniels, Director of Advancement Programs, Martin Community College

Welcome
Dr. Neill McLeod, President, Martin Community College

9:30 - 10:00 Definition of CETA Terminology and Factors of Economic Deprivation
Dr. Edgar Farmer, A & T State University, Greensboro, NC

Definition of Disadvantaged Students in Vocational Education
John Hassell, Coordinator of Vocational Education, Northeast Regional Education Center

Definition of Disadvantaged Students, Community College and Technical Institute
Clarence Biggs, Dean of Student Affairs, Martin Community College

10:00 - 10:15 BREAK

10:15 0 12:00 Motivational Techniques for Educators Working with the Disadvantaged
Wendell Hall, Area Coordinator, Title I, Northeast Regional Education Center

12:00 - 1:00 LUNCH

1:00 - 2:00 Introduction of Presenter
John Hassell

Session I - Awareness and Self-Assessment; How I Feel About Disadvantaged/Handicapped Students
Project PROBE, Kenneth D. Dickens, Coordinator

2:00 - 2:15 BREAK

2:15 - 3:15 Session I - Awareness and Self-Assessment; How I Feel About Disadvantaged/Handicapped Students (continued)
Project PROBE, Kenneth D. Dickens, Coordinator

3:15 - 4:00 Overview of Today's Activities; Evaluation/Discussion
John Hassell and Jean Daniels

Tuesday, June 17, 1980

9:00 - 9:30 Objectives Stated
Project PROBE, Kenneth D. Dickens, Coordinator

9:30 - 10:30 Session IV, Part I
Rights and Responsibilities of Students, Parents and Educators
Project PROBE, Kenneth D. Dickens, Coordinator
Drue Narkon, Resource Person, Exceptional Children, Northeast Regional Education Center

10:30 - 10:45 BREAK

10:45 - 12:00 Session IV, Part II
Guess Who's Coming to School--Characteristics of Handicapped Students
Project PROBE, Kenneth D. Dickens, Coordinator

12:00 - 1:00 LUNCH

1:00 - 2:00 Session V
Strategies for Working with Students with Special Needs
Project PROBE, Kenneth D. Dickens, Coordinator

2:00 - 2:15 BREAK

2:15 - 3:15 Session V (continued)
Project PROBE, Kenneth D. Dickens, Coordinator

3:15 - 4:00 Overview of Today's Activities; Evaluation/Discussion
Project PROBE, Kenneth D. Dickens, Coordinator

Announcements of Thursday's On-Site Visitations
Drue Narkon, Staff Development Specialist, Exceptional Children, Northeast Regional Education Center

Wednesday, June 18, 1980

9:00 - 9:30 Introduction of Presenter
Jean Daniels, Director of Advancement Programs, Martin Community College

Objectives Stated
Dr. Connie Tindel, East Carolina University

9:30 - 10:00 Characteristics of the Disadvantaged

10:00 - 10:15 BREAK

10:15 - 11:15 Identification of Disadvantaged Students in Vocational Education

11:15 - 12:00 Slide/Tape Presentation of Basic Life Skill Materials

12:00 - 1:00 LUNCH

1:00 - 2:00 Teaching Situations in Reading

2:00 - 2:15 BREAK

2:15 - 3:15 Teaching Situations in Math

3:15 - 4:00 Overview of Today's Activities; Evaluation/Discussion
Dr. Connie Tindel

Thursday, June 19, 1980

9:00 - 9:30 Objectives Stated
Drue Narkon, Staff Development Specialist, Exceptional Children, Northeast Regional Education Center

9:30 - 10:30 Special Need Students Considered for Vocational Education Training/Job Placement

10:30 - 10:45 BREAK

10:45 - 12:00 The Interviewing Process

12:00 - 1:00 LUNCH

1:00 - 2:00 Sharing Session of Discoveries
Panel: Jean Daniels, Director of Advancement Programs, Martin Community College
Carolyn Gorham, Placement Officer, Pitt County Schools
Cathy Wong, Employment Security Commission
Linda Bryant, Community Services Recruiter, Martin Community College

Supply Participants with Task for On-Site Visitations
Drue Narkon

2:00 - 4:00 On-Site Visitations with Prospective Employers

Friday, June 20, 1980

9:00 - 10:00 Reporting by Participants of On-Site Visitations with Reaction by Panel: Jean Daniels, Carolyn Gorham, Cathy Wong, Linda Bryant

Friday, June 20, 1980 - Cont'd.

10:00 - 10:15	BREAK
10:15 - 11:15	Reporting by Participants of On-Site Visitations with Reaction by Panel (continued)
11:15 - 12:00	Summation of Week's Activities Drue Narkon, Staff Development Specialist, Exceptional Children, Northeast Regional Education Center
12:00 - 1:00	LUNCH
1:00 - 2:00	Developing an Individual Plan of Action Participants of Workshop
2:00 - 2:15	BREAK
2:15 - 3:15	Post-test, State Evaluations, Travel, etc.
3:15 - 4:00	Complete Contract for 1 1/2 Hours of Extra Credit (For those participants who would like extra credit)

TABLE 7

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.			1	16	7
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.			1	18	5
3. Establish an appropriate attitude toward disadvantaged students.				12	12
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				11	13
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.		1	2	20	1
6. Describe several major effects of economic deprivation of disadvantaged students.				14	10
7. Analyze disadvantaged students occupational interest and aptitudes.			1	15	7
8. Identify the specific nature of the students learning difficulty.		2	3	17	2

NOTE The response rating for this particular district is based on 24 participants.

*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 8

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		1	1	16	6
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.			2	15	7
11. Identify supportive and resource personnel.				19	5
12. Identify a variety of community and governmental agency resources.			1	18	5
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				19	5
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.		1	3	19	1
15. Develop instructional materials for disadvantaged students.				20	4
16. Identify the needed audio-visual materials, equipment, and other teaching aids.				17	7
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.				19	5

TABLE 9

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.			1	20	3
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.				18	6
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			1	19	4
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.				17	7
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.				19	5
23. Identify and solve problems concerning how to become employable and how to retain a job.		1	1	14	8
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.		1	3	18	2
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.		1	2	17	3

COMMENTS OBTAINED FROM REGION I - POST-ASSESSMENT QUESTIONNAIRES:

1. I obtained much needed information from this workshop and feel that it will be a great help in the coming teaching year.

2. This workshop was very informative and I am very pleased to have been a part of it. The instruction was very detailed and helpful.

3. This workshop has been very revealing. I have gained insights that I wish I had known when I was teaching. The speakers were interesting and entertaining in their distribution of facts which could have been dry except for the personalities of the presenters

4. I have learned a little about the more technical aspects of disadvantaged and handicapped classification. This questionnaire makes more sense than the previous one.

5. In comparison to the pre-workshop questionnaire, I have obviously learned a great deal - at least I now understand the questionnaire. I will enter this next school year with a definite idea of my purposes as a disadvantaged teacher.

6. Schools need vocational counselors and job placement officers within the LEAs. Certification in disadvantaged education should be offered and encouraged for all teachers with comprehensive workshops offered locally. Development of a local council drawn from the community to develop an awareness, publically, of the vocational needs of young adults and students assisted by local public relations officers.

7. This has been a very good workshop although I feel that too much time was spent in defining the characteristics of the disadvantaged/handicapped. I feel that hands-on activities in the workshop to develop teacher-made materials to take into the classroom would have been time well spent.

8. Good workshop - some things were repeats for me; just a short review would have been better for things like definitions of disadvantaged persons. Would have been more helpful to put more emphasis on materials and the success or failure in working with these materials.

9. I feel the workshop instructors should have been in on the planning so they would have known what the other person was doing so there would have been more continuity to the workshop subjects.

10. Workshop was very inspirational and informative.

DIRECTORY OF PARTICIPANTS

REGION I — Workshop Date: June 16-20, 1980

BONEY, BARBARA - Edgecombe Technical Institute, Tarboro, NC

BROWN, LINDA - Tarboro High School, Tarboro, NC

BRYANT, LINDA - Martin Community College, Williamston, NC

BOYKIN, JOYCE - Robersonville, NC

COCHRAN, PEGGY - Roanoke High School, Robersonville, NC

DARDEN, ROBERT - Ahoskie High School, Ahoskie, NC

DOUGLASS, MARY - Williamston, NC

FAMILAR, M. - Central Junior High School, Gatesville, NC

FAYTON, PATRICIA - Edenton-Chowan Alternative School, Edenton, NC

GAMMONS, DEBRA - Tarboro High School, Tarboro, NC

HAYS, JEAN - Camden High School, Camden, NC

LAWRENCE, CAROLYN - Bertie Senior High School, Windsor, NC

MITCHELL, LOLA - Perquimans Union, Winfall, NC

NEWBY, CURTIS - College of the Albemarle, Elizabeth City, NC

PARKER, DONNA - Martin Community College, Williamston, NC

PARKER, MARY B. - Bertie Senior High School, Windsor, NC

RIDDICK, RHYNDA - Bertie Senior High School, Windsor, NC

ROBERSON, LOU ANN - Martin Community College, Williamston, NC

ROBERSON, PATSY - Roanoke High School, Robersonville, NC

ROSE, TANDALL - J. P. Knapp Jr. High School, Currituck, NC 27929

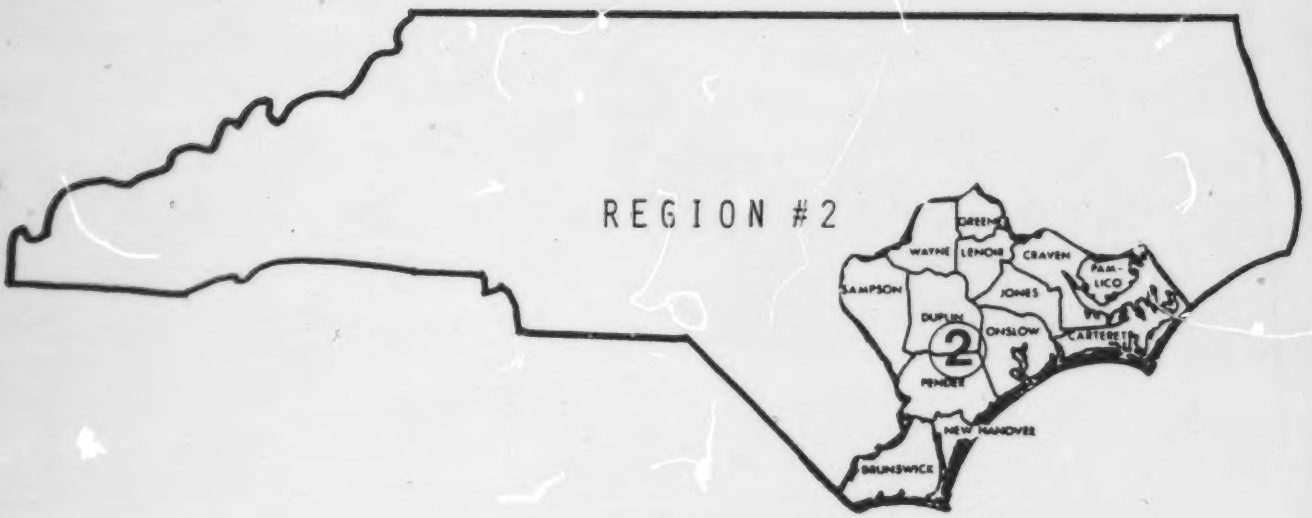
SMITH, FRANCES - Cape Fear Technical Institute, Wilmington, NC

STANDAHL, DR. JERRY - Martin Community College, Williamston, NC

TAYLOR, FRANK - Roanoke-Chowan Technical Institute, Ahoskie, NC

WHITE, CRETHIE - Martin Community College, Williamston, NC

WHITE, ROOSEVELT - Edenton-Chowan Alternative School, Edenton, NC



LOCATION OF INSTITUTE: (SOUTHEAST SECTION OF THE STATE)
LENOIR COMMUNITY COLLEGE
KINSTON, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: CARTER NEWSOME, COORDINATOR, VOCATIONAL EDUCATION
LUCILE REED, LENOIR COMMUNITY COLLEGE
EARL ROUNDTREE, LENOIR COMMUNITY COLLEGE
DAVID TURRENTINE, NEUSE RIVER COUNCIL OF GOVERNMENT

Introduction

Dr. Jesse L. McDaniel, President, Lenoir Community College, Kinston, North Carolina, and his staff served as hosts and presenters for a productive staff development workshop. The success of the workshop was based on the dedication and perseverance of the planning staff (listed on the Region II title page).

There were 32 participants who were residents of Region II, located in the southeast section of North Carolina. Some of the counties represented were Brunswick, Craven, Duplin, Greene, Lenoir and others (see map of Region II).

Pre-Assessment

As can be seen in Tables 10, 11, and 12, many of the respondents had mixed feelings concerning their confidence to perform some of the task items. For example, in Table 11, 34 percent (11 of 32) of the respondents were undecided in their abilities to perform task item 9, "analyzing the local or regional job market and employment trends." In Table 12, 50 percent (16 of 32) of the respondents felt confident or extremely confident in their abilities to perform task item 21, "Helping disadvantaged students develop positive attitudes about themselves and the world of work."

Treatment

Region II's instructional program activities represented the treatment given to the workshop participants. The vast majority responded very favorably to the activities conducted at the workshop, as noted by their comments. Stated explicitly, some of the comments concerning the workshop were: "The workshop was very informative. A lot of little ideas will help me in my work. Also, it was like a 5 day pep talk; something which all of us need at times," and "This workshop has made me more confident in numerous areas of dealing with the disadvantaged and with teachers and other resource personnel."

Additional information concerning the treatment and comments can be located in this section. It should be noted that disadvantaged students, as well as others, are fortunate to have such a dedicated group of educators.

Post-Assessment

After receiving the treatment (instructional program activities), most of the respondents felt confident in performing the task items as shown in Tables 13, 14, and 15.

However, as noted in Table 14, some of the respondents (7 of 32, or 22 percent) were undecided about task item 14, "conducting task analysis to determine competencies needed for vocational education serving disadvantaged students." It should be noted that seven participants did not respond to task item 14. This, 44 percent (14 of 32) were still undecided about this particular task item, even after completing the instructional program activities.

Conclusion

As was expected, it can be concluded that the majority of the respondents indicated differences in their pre- and post-assessment ratings of the performance task items. It was also concluded that many of the respondents were undecided with some of the task items. However, it should be noted that the objectives of the Region II workshop were accomplished, as indicated by the participants' comments. After reviewing the workshop instructional activities (the Treatment), one can easily see why the favorable comments were made.

TABLE 10

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	7	14	3	6	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	8	13	6	5	
3. Establish an appropriate attitude toward disadvantaged students.	2	4	5	10	6
4. Familiar with the legal CETA definition and identification of disadvantaged youth.		7	15	3	5
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	7	13	5	4	
6. Describe several major effects of economic deprivation of disadvantaged students.	2	7	6	12	1
7. Analyze disadvantaged students occupational interest and aptitudes.	3	10	8	6	1
8. Identify the specific nature of the students learning difficulty.	3	10	10	5	1

NOTE The response rating for this particular district is based on 32 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 11

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	3	6	11	9	
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	4	6	6	12	
11. Identify supportive and resource personnel.	2	7	9	10	1
12. Identify a variety of community and governmental agency resources.	1	12	7	8	1
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	5	8	5	10	1
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	8	11	7	3	
15. Develop instructional materials for disadvantaged students.	6	9	4	8	2
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	2	10	7	9	1
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	4	6	12	6	1

TABLE 12

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	3	8	6	11	1
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	4	8	7	8	2
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	2	7	8	11	1
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	1	7	5	13	3
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	5	9	7	6	3
23. Identify and solve problems concerning how to become employable and how to retain a job.	3	6	8	12	
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	8	9	7	5	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	8	8	8	4	1

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS
WORKING WITH DISADVANTAGED STUDENTS

Lenoir Community College
Kinston, North Carolina 28501

June 23 - 27, 1980

AGENDA

Monday, June 23, 1980

10:00 - 10:30	Welcome	J. L. McDaniel, President Lenoir Community College Robert Sutton, Director Adult Education Lenoir Community College Carter W. Newsome Regional Coordinator of Vocational Education Southeast Regional Education Center
10:30 - 11:00	Getting Acquainted Activity	Carter W. Newsome
	Workshop Objective 1: State in writing the legal CETA definition of economically disadvantaged students and determine how to properly identify disadvantaged students with 90 percent accuracy.	
11:00 - 12:30	Definitions, Laws, etc., CETA	Dennis Davis
12:30 - 1:30	LUNCH (King's Barbecue)	
1:30 - 2:30	Identification/Characteristics of Clientel Groups	Michael Mosley
2:30 - 3:30	A Closer Look at the Groups (Case Histories)	Donna Ramsey
3:30 - 3:45	BREAK	
3:45 - 4:30	Film - Discussion	
4:30 - 5:00	Participants express concerns, criticisms, etc., wrap-up	Carter W. Newsome

Tuesday, June 24, 1980

8:30 - 8:45	Overview of Today's Activities	Lucille Reed
	Workshop Objective 3: Be able to assist disadvantaged students in developing long-range career plans and how to become employable, and how to get and retain a job.	
8:45 - 9:45	Testing and Job Readiness Skills	Jewell Sparrow
9:45 - 10:00	BREAK	
10:00 - 12:00	Diagnostic Assessment Instruments and Techniques for Classification and Placement of Special Needs Students	Ken Warlick
12:00 - 1:00	LUNCH	
1:00 - 2:00	Employability Development Plan	Doug Nunnally
2:00 - 2:15	BREAK	
2:15 - 3:15	New Hanover County Extended Day Program	Grace Mosley
	"Let's Hear It From the Students"	Extended Day Students and Community College Students
3:15 - 3:30	Summation/Discussion of Today's Activities	

Wednesday, June 25, 1980

8:30 - 8:40	Overview of Today's Activities	David Turrentine

Workshop Objective 2: State in writing at least five (5) major effects of economic deprivation which may affect student behavior and learning, such as:

- *Negative self-concept*
- *Motivation*
- *Negative attitude toward school*
- *Failure orientation*
- *Below grade level in communication and computational skills*
- *Disrespect for authority*
- *Disruptive Behavior-Active/Passive*
- *Short attention span*
- *Poor work habits and/or study habits*
- *Others*

For each major problem recognized, each participant will design at least two (2) major strategies to assist students in overcoming the problems as they relate to the home and school environment, interaction with teachers/counselors and peers, and with the student's instructional program.

Wednesday, June 25, 1980 (Continued)

8:40 - 8:45	Divide Participants Into Groups	A - B - C - D
	Effects of Economic Deprivation Which May Affect Student Behavior - Negative Self-concept, Lack Motivation, Negative Attitude Toward School, Failure Orientation	Edwin Dale (A)
	Effects of Economic Deprivation Which May Affect Student Communication Skills	Maryann Maliga (B)
	Effects of Economic Deprivation Which May Affect Student Computational Skills	Betty Cole Williams (C)
	Effects of Economic Deprivation Which May Affect Student Behavior - Disrespect for authority, Disruptive Behavior, Short attention span, Poor work habits/study habits, others	Kenneth Warlick (D)
8:40 - 10:00	Groups A - B - C - D	
10:00 - 10:15	BREAK	
10:15 - 11:30	Groups B - C - D - A	
11:30 - 12:45	LUNCH	
12:45 - 1:30	Groups C - D - A - B	
1:30 - 1:45	BREAK	
1:45 - 3:00	Groups D - A - B - C	
3:00 - 3:30	Wrap-up	

Thursday, June 26, 1980

8:30 - 8:45	Overview of Today's Activities	Carter W Newsome

Workshop Objective 4: Be able to serve as a cadre to train "others" in their respective LEAs and/or institutions. Evidence of competence to achieve this objective will be reflected as one section of the Plan of Action to be developed. Some strategies which should be included are:

(a) Presentation to total faculty on identification and the effects of economic deprivation on students

Strategies for assisting students overcome negative effects

Thursday, June 26, 1980 (Continued)

Workshop Objective 4 (Continued):

(b) Small group instruction to selected on above

(c) Individual conferences with "others" on above

Accomplishment of objective will also be included in follow-up assessment

8:45 - 10:00	Motivational Techniques	David Plummer
10:00 - 10:15	BREAK	
10:15 - 12:00	Individual Plan of Action (IPA)	Edgar Farmer
12:00 - 1:00	LUNCH	
1:00 - 3:15	(IPA) Continuation	Edgar Farmer
3:15 - 3:30	Wrap-up	

Friday, June 27, 1980

8:30 - 8:45	Overview of Today's Activities	Earl Rountree

Workshop Objective 5: Develop a tentative Plan of Action for submission to the appropriate state agency. Each plan will be critiqued by the planner/evaluator or workshop presenter for tentative approval. Final approval will be granted by the regional coordinator of vocational education and the regional staff development consultant for secondary personnel, and by the designated consultant for community colleges personnel.

Each Plan of Action is to include:

(a) The legal CETA definition of economically disadvantaged students

(b) Means of proper identification of these students

(c) Strategies for assisting disadvantaged students overcome effects of economic deprivation

(d) Strategies for assisting disadvantaged students develop long-range career plans on how to become employable and how to retain a job

(e) A training plan to assist "others" within their respective schools/institutes on techniques in working with disadvantaged students to improve personal skills, work habits and attitudes, and job skills.

(f) Strategies for involving "others" in respective LEAs and/or institutions.

Friday, June 27, 1980 (Continued)

8:45 - 9:45	Develop a Group Plan of Action for Video Taping by Program Areas	Earl Rountree
9:45 - 10:00	BREAK	
10:00 - 12:00	Video Taping Sessions (All Groups)	
12:00 - 1:00	LUNCH	
1:00 - 2:30	Viewing and Critiquing Video Tapes	
2:30 - 3:00	Post-Test -- Completion of State Evaluation -- Travel claims, etc., Present Certification of Credit Forms to Participants	
3:00	ADJOURN	

TABLE 13

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.		1		21	5
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.				18	9
3. Establish an appropriate attitude toward disadvantaged students.				12	15
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				6	21
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.			1	24	2
6. Describe several major effects of economic deprivation of disadvantaged students.				13	14
7. Analyze disadvantaged students occupational interest and aptitudes.		1	1	17	8
8. Identify the specific nature of the students learning difficulty.		2	5	19	

NOTE The response rating for this particular district is based on 32 participants.

*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 14

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		1	4	17	5
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.				18	9
11. Identify supportive and resource personnel.				10	16
12. Identify a variety of community and governmental agency resources.				9	17
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				20	6
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.			7	16	2
15. Develop instructional materials for disadvantaged students.				19	7
16. Identify the needed audio-visual materials, equipment, and other teaching aids.				16	10
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.			2	20	4

TABLE 15

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.				20	6
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.				19	7
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.		1	4	17	5
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		1		15	11
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.				19	18
23. Identify and solve problems concerning how to become employable and how to retain a job.			1	16	9
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.			2	20	5
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.		1	2	19	5

COMMENTS OBTAINED FROM REGION II - POST-ASSESSMENT QUESTIONNAIRES:

1. This has been one of the most productive workshops I have ever attended.

2. This workshop improved my understanding of my responsibilities and techniques to deal with them - most helpful!

3. I have learned quite a bit from the workshop. There will be many little things we covered I will try to incorporate this fall with the disadvantaged students in my classroom. I thoroughly enjoyed hearing about other programs and talking with the New Hanover students.

4. The workshop was very informative. A lot of little ideas will help me in my work. Also, it was like a 5 day pep talk; something which all of us need at times.

5. The workshop has been very helpful to me. I will go back to my daily work and do a better job. Thank you for this opportunity.

6. The most worthwhile workshop I have attended during my teaching experience. Thank you very much.

7. This workshop has made me much more confident in numerous areas of dealing with the disadvantaged and with teachers and other resource personnel.

8. I have gained much knowledge during this workshop. The resource persons were excellent - both knowledgeable and interesting - very enthusiastic. You done good! This was one of the most interesting and informative workshops that I have attended in quite some time - the speakers were outstanding - everything was very well organized all week.

9. I found the workshop to be quite beneficial in helping me to identify the disadvantaged student and I feel more confident in planning classroom activities for them in the future.

10. This workshop gave me a much better understanding of the disadvantaged student. This information in parts can also be applied to regular classroom.

11. I have enjoyed the workshop. It was a good learning experience. We should have more workshops like this.

DIRECTORY OF PARTICIPANTS

REGION II — Workshop Date: June 23-27, 1980

BAKER, LINWOOD V. - Route 2, Box 489-D, Rose Hill, NC 28458

BOLINGER, NANCY V. - 65 Lanier Drive, Jacksonville, NC 28540

BOWEN, MARILYNN G. - 4008 Country Squire Road, Kinston, NC 28501

BOYETTE, JOHNNIE W. - Route 1, Box 301-A, Pink Hill, NC 28572

BRYANT, ERNEST D., JR. - P. O. Box 4064, Hampstead, NC 28443

DAVIS, JUNE ALLYN - P. O. Box 1011, Swansboro, NC 28584

DUPREE, HANNAH BERDENE - P. O. Box 803, Wadesboro, NC 28170

FARROW, ALICE PAULINE - Route 1, Box 203, Kinston, NC 28501

FREDERICK, LAFAYETTER - Route 2, Box 98-K, Warsaw, NC 28398

GRANT, JOHN O. - 307 N. Walters Street, LaGrange, NC 28551

HERRING, JOYCE M. - Route 1, Box 616, Maysville, NC 28555

JENKINS, THALMA M. - Route 1, Box 254-A, Kinston, NC 28501

JONES, LOYCE H. - P. O. Box 936, Kinston, NC 28501

KENAN, ROMA E. - Route 1, Box 367-O, Chinquapin, NC 28521

MALPASS, JUDY G. - Route 1, Box 45, Pink Hill, NC 28572

MENDES, DORIS G. - 1032 Pavie Avenue, New Bern, NC 28560

MILLER, CHUCK - 4902 Oriole Drive, Wilmington, NC 28401

PROVOST, MARK - 106 Vine Street, Havelock, NC 28532

ROGERS, RICHARD - 123 Hatteras Court, Morehead City, NC 28557

ROUNTREE, EARL - 806 Darby Avenue, Kinston, NC 28501

SIMMONS, PERRY A. - P. O. Box 684, Jacksonville, NC 28540

SINGLETON, MAXINE H. - Route 2, Box 191-C, Kinston, NC 28501

SIX, CATHY - P. O. Box 158, Bayboro, NC 28515

SMITH, ULYS - 903 Neuse Drive, New Bern, NC 28560

SPEIGHTS, NORWOOD P. - 206 Heard Street, Kinston, NC 28501

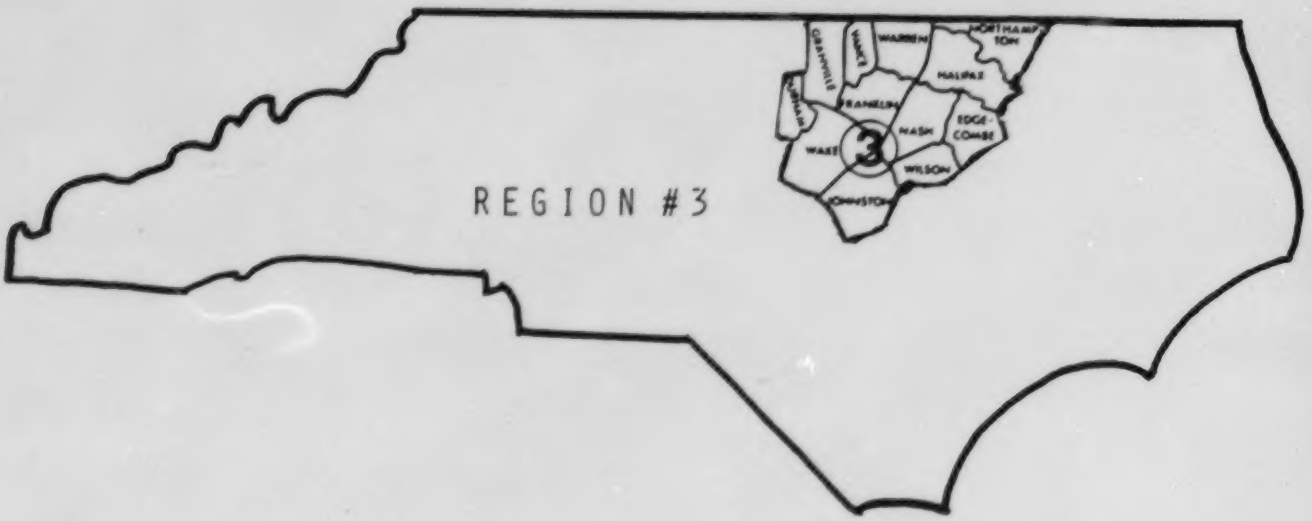
STRICKLAND, DONNA - 415 Water Street, Swansboro, NC 28584

THOMPSON, ELIZABETH - 2319 Woodview Road, Kinston, NC 28501

WADE, FRANK B. - Route #2, Box 150-T, New Bern, NC 28560

WADE, MARTHA CASEY - Route 2, Box 138, Kinston, NC 28501

WILLIAMSON, URAH T., JR. - Route 2, Box 537-B, Wilson, NC 27893



LOCATION OF INSTITUTE: (CENTRAL SECTION OF THE STATE)
JOHNSTON TECHNICAL INSTITUTE
SMITHFIELD, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: JOAN SMITH, COORDINATOR, VOCATIONAL EDUCATION
BRENDA DAIL, COORDINATOR, REGIONAL SERVICES & DISSEMINATION
CURTIS PHILLIPS, JOHNSTON TECHNICAL INSTITUTE
JOHN SANDERSON, LOCAL DIRECTOR, VOCATIONAL EDUCATION
BILL CHEELY, JOHNSTON TECHNICAL INSTITUTE
MARTHA ALLAY, REGION J PLANNER, DIVISION OF COMMUNITY EMPLOYMENT

Introduction

Dr. John Tart, President of Johnston Technical Institute in Smithfield, North Carolina, extended his staff to serve as hosts and presenters for a highly productive and inspiring workshop. Presenters from Region III, and other regions throughout the State,were also utilized in the workshop.

Most of the workshop participants were residents of Region III, which include counties such as Durham, Edgecombe, Franklin, Granville, Johnston, and others located in the central section of North Carolina (see map of Region III).

Pre-Assessment

As can be seen in Tables 16, 17, and 18, most of the respondents indicated that they were confident, and in some cases, extremely confident, in performing the task items. In Table 16, the vast majority of respondents (23 of 31, or 74 percent) felt confident in their abilities to perform task item 3, "establishing an appropriate attitude toward disadvantaged students."

Treatment

The participants received a treatment which may be referred to as instructional program activities. The treatment was given to participants to enhance their success in teaching disadvantaged students. However, it appears that most of the respondents did not need the treatment, as noted by their high response ratings.

Post-Assessment

Tables 19, 20, and 21 show the distribution of frequencies as noted by 31 participants. Most of the respondents indicated that they were extremely confident in their abilities to perform many of the task items. As can be seen in Table 19, 74 percent (23 of 31) of the respondents indicated that they were extremely confident with performing task item 3, "establishing an appropriate attitude toward disadvantaged students."

Conclusion

The data seems to indicate that most of the respondents were quite gratified by the results of the workshop. However, it was concluded that many of the participants felt confident with most of task items prior to attending the workshop. The response ratings of the task items on the post-assessment and the comments made by the participants clearly shows that the objectives of the workshop were accomplished by Region III.

TABLE 16

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	1	17	7	4	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	4	14	5	6	
3. Establish an appropriate attitude toward disadvantaged students.		1	5	19	4
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	7	10	7	4	1
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	4	9	7	8	1
6. Describe several major effects of economic deprivation of disadvantaged students.	1	1	9	17	1
7. Analyze disadvantaged students occupational interest and aptitudes.		6	6	15	1
8. Identify the specific nature of the students learning difficulty.		2	10	7	10

NOTE The response rating for this particular district is based on 31 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 17

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	1	4	6	15	2
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1	4	3	20	1
11. Identify supportive and resource personnel.		6	3	18	
12. Identify a variety of community and governmental agency resources.		5	7	16	
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	1	8	8	12	
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	8	9	8	4	
15. Develop instructional materials for disadvantaged students.	7	5	6	11	
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	3	8	6	12	
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	4	8	9	7	

TABLE 18

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	3	9	5	12	
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	4	6	5	12	1
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	2	4	5	15	2
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		2	4	18	4
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	1	6	10	11	1
23. Identify and solve problems concerning how to become employable and how to retain a job.		6	6	16	1
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	3	13	6	7	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	3	8	6	12	

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Johnston Technical Institute, Smithfield, NC
June 23 - 27, 1980

MONDAY, JUNE 23, 1980

Presiding		Dr. Curtis Phillips, Dean Technical & General Education Program, Johnston Technical Institute
9:00 - 9:30	Vocational Education for Disadvantaged	Dr. John Tart, President Johnston Technical Institute and Chairman, Vocational Education Committee
9:30 - 10:00	Introduction and Orientation . .	Brenda Dail and Joan Smith Central Regional Education Center Knightdale, NC
10:00 - 11:15	Legal Definitions	Tim Whitener, Division of Community Employment Danny Hardee, State Department of Public Instruction
11:15	BREAK FOR LUNCH	
11:30 - 12:15	LUNCH (Dutch Treat) Holt's Lake Barbeque, Smithfield	
12:15 - 1:15	Introduction of Speaker	Sam Shugart, Director Central Regional Education Center Knightdale, NC
	Economic Deprivation	Dudley E. Flood, State Department of Public Instruction
1:15 - 1:30	Reassemble, Johnston Technical Institute	
1:30 - 2:50	How to Develop Strategies to Overcome Problems	Dudley E. Flood
2:50 - 3:00	BREAK	
3:00 - 4:15	How to Develop Strategies to Overcome Problems	Dudley E. Flood

TUESDAY, JUNE 24, 1980

Presiding . . . . . Dr. Curtis Phillips

Groups A & B Johnston Technical Institute

8:45 - 10:00	Long-Range Career Planning . . .	John Woodhouse, Johnston Technical Institute, Counselor, Student, Teacher
10:00 - 10:10	BREAK	
10:10 - 11:00	Panel - Long-Range Career	Ira Joyner, Counselor, Johnston Technical Institute
11:00 - 12:00	Youth Employment and Labor Trends	
12:00 - 1:00	LUNCH (On your own)	
1:00 - 1:30	Introduction to CHOICES	Brenda Dail
1:30 - 2:30	CHOICES	Rose Brown
2:30 - 2:40	BREAK	
2:40 - 4:15	Groups - Strategies	

Groups C & D Smithfield-Selma Senior High School

8:45 - 9:15	Introduction to CHOICES	Rose Brown, Smithfield/Selma Senior High School
9:15 - 10:15	CHOICES	Rose Brown
10:15 - 10:25	BREAK	
10:25 - 12:00	Groups (Monday's 3:00 - 4:15) - Strategies	
12:00 - L;00	LUNCH (on your own)	
1:00 - 2:00	Youth Employment	
2:00 - 3:15	Long-Range Career Planning	John Woodhouse
3:15 - 3:25	BREAK	
3:25 - 4:15	Panel - Long-Range Career Planning	Ira Joyner

WEDNESDAY, JUNE 25, 1980

Presiding		Brenda Dail
8:45 - 9:45	Groups A, B, C, & D to Report on Strategies	
9:45 - 12:00	Rural Renaissance	Bob Carpenter, Johnston Technical Institute
12:00 - 1:00	LUNCH (on your own)	
1:00 - 4:15	Panel to Answers	Mike Aheron, Division of Community Employment Charles Bilbro, Counselor, Sanderson High School Al Carson, State Department of Public Instruction Jim Lunsford, State Department of Public Instruction Ann B. Woodall, Resource Teacher, J. F. Webb High School

THURSDAY, JUNE 26, 1980

Presiding		Bill Cheely, Evening Coordinator Johnston Technical Institute
8:45 - 12:00	Training Others	Dr. Joe Clary, Head Department of Occupational Education, NCSU
12:00 - 1:00	LUNCH (on your own)	
1:00 - 2:45	Training Others	Dr. Joe Clary
2:45 - 4:15	Developing Tentative Plan of Action	

FRIDAY, JUNE 27, 1980

Presiding		Joan K. Smith
8:35 - 11:15	Commercial and Teacher Made Aids to Help Develop Communication Skills, Computational Skills and Attitudinal Skills . . .	Linda Brown, Tarboro High School

FRIDAY, JUNE 27, 1980 - Continued

11:15	Break for LUNCH	
11:30 - 12:15	LUNCH (Dutch Treat) Holt's Lake Barbeque, Smithfield	
12:15 - 1:00	Business/Industry and	O. Ted Kirby, President Pneumafil Corporation Charlotte, NC
1:15	Reassemble at Johnston Technical Institute	
1:15 - 2:15	Continue 8:45 - 11:15 . . . . Activities	Linda Brown
2:15 - 2:30	BREAK	
2:30 - 3:00	Post-Test	Joan Smith
3:00 - 3:15	Completion of State Evaluation	
3:15 - 4:00	Wrap-Up, Complete Travel Forms, and Certificates	

TABLE 19

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.		2	1	10	6
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		2	2	18	7
3. Establish an appropriate attitude toward disadvantaged students.			1	5	23
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				17	13
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.		2	7	14	5
6. Describe several major effects of economic deprivation of disadvantaged students.	1			9	20
7. Analyze disadvantaged students occupational interest and aptitudes.			1	20	8
8. Identify the specific nature of the students learning difficulty.		1	7	17	4

NOTE The response rating for this particular district is based on 31 participants.
*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 20

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.			4	20	6
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1		2	22	5
11. Identify supportive and resource personnel.				18	12
12. Identify a variety of community and governmental agency resources.				16	14
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				18	12
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	1	1	8	16	4
15. Develop instructional materials for disadvantaged students.				21	9
16. Identify the needed audio-visual materials, equipment, and other teaching aids.				19	11
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.				18	12

TABLE 21

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.				20	10
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.			1	18	19
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			3	17	10
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.				16	14
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.			2	17	11
23. Identify and solve problems concerning how to become employable and how to retain a job.				18	12
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.			3	20	7
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.			2	19	8

COMMENTS OBTAINED FROM

1. Excellent workshop - well organized - interesting - very worthwhile. Wish I had the opportunity to take this workshop the summer before I started working with handicapped/disadvantaged students. Mainly enjoyed Linda Brown, Dr. Clary, CHOICES and man from Employment Security. All organizers are SUPER! I also liked the idea of getting handouts, and information that is relevant to my area of teaching.

   Joan and Brenda are Super!!!

   Help me clarify and organize my own feeling.

   Suggestions - Show film "Cipher in Snow."
   - Explain Plan of Action at start of workshop.
   - Wish had more time to make materials and exchange material ideas
   - Couldn't relate Dr. Flood's presentation to objectives, but he is an EXCELLENT speaker.

2. This workshop was one of the finest that I have attended in my teaching career. I highly recommend that the same personnel involved in setting up this workshop be selected again. Also, the same facilities should be used. The attitude, poise and stature of the workshop staff are above reproach.

3. The workshop provided very practical and tested ideas/means for dealing with specific problems when working with disadvantaged youth! EXCELLENT!

4. I feel that more of this type workshop should be offered. It was most informative and interesting. I enjoyed the entire week. Let's do it again.

5. The best, most organized, highest level workshop I have ever attended. A very short week! Everything began and ended on time. I appreciate the opportunity of attending, and will share my knowledge and enthusiasm gained from this workshop with others at my school. (The only thing that did not add to the workshop was Mr. Woodhouse's part).

6. All workshop leaders and speakers were excellent - except Mr. Woodhouse, who apparently was operating under a strain. He did not lend himself to questions and answer discussion - strictly a lecture. Of course, more time was needed - but then nobody would stay longer for more session. Time was well used. Best workshop I have attended.

7. Beautifully organized, informative, and interesting! Terrific!!

8. I thoroughly enjoyed the workshop. The manner in which participants were actively involved was well received. Thanks for accepting me as a participant.

9. It was a most informative workshop and I hope that future workshops will be planned. I especially enjoyed Dudley Flood, Linda Brown, Joe Clary, and Bob Carpenter.

10. This has been one of the most interesting and beneficial workshops that I have attended.

11. The information gained was very practical. I don't have to process the information in order to use it. It can be used in my setting as it was presented to me. Thanks very much for selecting me as a participant.

12. Thank you for an unusually valuable and interesting week. I especially enjoyed Dudley Flood's, Joe Clary's and Linda Brown's presentations. CHOICES exposure was most interesting. Presentations by Woodhouse, Faulk, and panel discussion were too, but not as valuable to me as other sessions. Excellent organization made this week pass very quickly and pleasantly.

13. Excellent presentations.

14. Excellent workshop. I learned a great deal and thoroughly enjoyed the activities and presentations. The learned strategies will be used during the coming school year.

15. The staff development workshop was very timely, interesting and informative. It was very exciting.

16. I thoroughly enjoyed the workshop. Many effects of the disadvantaged I had seen had not fully comprehended. I learned many ways of handling and working more effectively with these effects. The session on knowing self, working with others and teacher-made materials were especially excellent.

17. Many of the sessions were very informative and interesting.

18. This workshop was a very good source of information. I learned a lot and I enjoyed being here. The most inspirational were Dudley Flood, and Linda Brown. The beginning was slow and boring. Too much lecture. Overall, the workshop was very good and inspirational. I enjoyed meeting and working with Joan Smith and Brenda Dail. Thanks.

19. I really enjoyed this workshop, as much as any I have been to. I have many ideas that I want to try and share with others working with the disadvantaged students at my school. Yes, have some coffee next time.

20. I think this workshop is a very useful and tactful means of helping those who are interested in doing a better job do it with more integrity and meaning.

21. Excellent workshop. I thought the slide presentation on "The Rose" at the beginning was creative and Dr. Phillips' comment about it being a feminine touch was inappropriate. All speakers excellent. I enjoyed Dr. Flood's presentation. It was interesting but I could not relate it to one of the objectives. I felt like it was one of his "canned" presentations. I appreciate Brenda Dail's and Joan Smith's excellent organization and positive attitude.

22. Excellent workshop! However, much repetition from speakers. Personally, I do not want my particular program channeled to this particular student segment.

23. I believe that I have benefited tremendously in not only the professional training I have gained, but the association with others in my area. I do have mixed feelings about the approach to the "Plan of Action" idea.

24. Schedule of workshop was in conflict with S. S. teaching assignment. Please keep "hands-on" type activities in the workshop in the future.

25. When working on strategies to overcome effects or disadvantagement, would like some more specific help from speakers and activities. Expectations should be made clearer initially. John Woodhouse could easily be eliminated from program. Joan and Brenda were the glue and inspiration. They are great! I would like for them to supervise all workshops I attend. Thanks.

26. We could have started earlier in the morning. Monday and Friday were excellent - facilities were cramped Monday. Overall was very good. Some speakers were boring - especially Friday at lunch.

27. If possible, please have activities which are also geared towards the adult population (community colleges and technical institutes). A separate workshop for counselors and instructors from technical institutes might be more appropriate. I was impressed with this workshop. If I was employed in public school system, I would be better able to serve the disadvantaged.

DIRECTORY OF PARTICIPANTS

REGION III — Workshop Date: June 23-27, 1980

BAREFOOT, LINDA M. - Route 2, Box 238, Benson, NC 27504

BOBBITT, CHARLES W. - Box 541, Pine Level, NC 27568

BRINSON, DORIS - 4617 Limerick Drive, Raleigh, NC

CHESTON, MOLLIE H. - Route 1, Box 298-F, Norlina, NC 27563

CLAYTON, JANE B. - 4401 Pike Road, Raleigh, NC

DORSEY, DORA RUSSELL - 303 Bickett Blvd., Raleigh, NC 27608

GUSTKEY, FRANK - Box 61, Wise, NC 27594

HARDY, WELFORD, Route 1, Box 244, Hollister, NC 27844

HOLEMAN, PAUL T. - 216 Killington Drive, Raleigh, NC 27609

JONES, WALTER L. JR. - 406 W. 1st Street, Weldon, NC 27890

JORDAN, LENTON E. - 622 Rowland Street, Henderson, NC 27536

KEENER, MARY F. - 505 Holtz Lane, Cary, NC 27511

LEWIS, BETTY C. - Route 3, Box 670, Henderson, NC 27536

PARKER, WILLIE - 514 Witherspoon, Henderson, NC 27536

PAYNE, REBECCA BRYANT - 106 Maysdan Drive, Cary, NC 27511

PEARSALL, RAY NELL - Route 1, Box 409, Garner, NC 27529

PRICE, WALTER - Route 2, Box 9, Littleton, NC

SANDERSON, THOMAS B. - Route 1, Box 318, Bailey, NC 28707

SINEATH, DEBORAH L. - 5208 Shamrock Drive, Raleigh, NC 27612

SUTHERLAND, LOUISA G. - 1232A Hamilton Ct., Cary, NC 27511

TAYLOR, RODERICK, Jr. - 1008 Faison Street, Wilson, NC

TOWNES, JULIA E. - 1410 Alpha Street, Henderson, NC

TURNER, DIANNE P. - 2005 Fieldcrest Road, Wilson, NC 27893

VENABLE, ONEY C. - P. O. Box 35, Townsville, NC 27584

WARD, QUILLEN - 517 Falls Road, Rocky Mount, NC 27801

WHITE, ANNIE F. - P. O. Box 26971, Raleigh, NC 27611

WHITE, ROBERT L. JR. - 1479 New Castle Road, Durham, NC 27704

WILLIAMS, DALPHALINE - 1015-E Hunting Ridge Road, Raleigh, NC 27609

WILLIFORD, CAROLYN S. - P. O. Box 94, Newton Grove, NC 28366

BRODIE, FANNIE W. -220 Hawkins Street, Franklinton, NC 27525

DUNNEGAN, DORIS C. - 2116 Front Street, #A-B, Durham, NC 27705

LOCATION OF INSTUTUTE: (SOUTH CENTRAL SECTION OF THE STATE)
FAYETTEVILLE TECHNICAL INSTITUTE
FAYETTEVILLE, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: JOHN HUFFMAN, COORDINATOR, VOCATIONAL EDUCATION
BILL SEASE, FAYETTEVILLE TECHNICAL INSTITUTE

Introduction

Dr. Howard E. Boudreau, President of Fayetteville Technical Institute in Fayetteville, North Carolina, offered his institution as well as his staff to serve as hosts for a very effective workshop. This assertion is based on the comments made by the workshop participants (see comments obtained from Region IV).

In Region IV, most of the persons were residing in the south central section of North Carolina. Counties located in that part of the state were identified as Bladen, Cumberland, Hoke, Richmond, Robeson, and several others (see map of Region IV).

Pre-Assessment

Forty participants were involved in Region IV's workshop, as noted by the vocational coordinator. However, only about 32 respondents completed most of the items on the pre-assessment instrument. As can be seen in Tables 22, 23, and 24, many of the participants felt extremely confident or confident in their abilities to perform the various task items. For example, performance task item 3 indicated the validity of this assertion; 68 percent (27 of 40) noted their confidence as shown in Table 22.

Treatment

Many of the participants (about 30 percent) did not really need the treatment or instructional program activities based on their pre-assessment ratings. However, the remaining 70 percent appeared to have benefited from the workshop.

A noteworthy comment from a Region IV participant. "The workshop was extremely helpful in answering many of my personal questions. I did think some of the presentations were repetitious. I have learned some new techniques and I gained knowledge that will be extremely helpful during the next few years while working with the disadvantaged."

Post-Assessment

Although many of the participants' responses on the post-assessment did not differ significantly from those on the pre-assessment, the majority, however, indicated a sizable difference. Tables 25, 26, and 27 validate this assertion. In Table 26, ninety percent (36 of 40) of the respondents indicated that they were confident, or extremely confident, with performing task item 10, "Leading disadvantaged students to determine the career objectives which are most consistent with their interests and abilities."

Contrarily, in the pre-assessment (see Table 23), 50 percent (20 of 40) of the participants felt confident with performing task item 10. This particular task item also indicated some interesting results in the other regional workshops as noted in Tables 53 and 56.

Conclusion

It was concluded that little difference existed between many of the responses made on the pre- and post-assessment questionnaires. However, it should be noted that the vast majority of respondents felt, and explicitly indicated, that the workshop in Region IV was very helpful to them. Some examples of the comments made by participants after completing the workshop: "The workshop has been helpful in giving concrete data with which to work. Better understanding of disadvantaged." The workshop has been extremely helpful and I hope to apply what I have learned. Additional information concerning the participants comments in Region IV may be obtained later in this section (see comments obtained from Region IV).

TABLE 22

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	5	13	9	5	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	5	11	10	6	
3. Establish an appropriate attitude toward disadvantaged students.		1		16	11
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	4	6	8	10	4
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	5	5	11	10	
6. Describe several major effects of economic deprivation of disadvantaged students.	2	6	7	16	1
7. Analyze disadvantaged students occupational interest and aptitudes.	2	4	7	18	1
8. Identify the specific nature of the students learning difficulty.	5	6	10	12	

NOTE The response rating for this particular district is based on 40 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 23

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		7	8	12	2
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1	3	9	19	1
11. Identify supportive and resource personnel.	1	1	7	19	4
12. Identify a variety of community and governmental agency resources.	1	2	5	18	5
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	2	6	12	11	1
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	4	9	10	8	
15. Develop instructional materials for disadvantaged students.	2	6	9	14	
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	2	6	7	16	
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	3	6	13	9	

TABLE 24

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	2	3	10	16	
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	1	6	13	10	1
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	1	2	8	19	1
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	2		6	21	3
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	2	1	12	17	
23. Identify and solve problems concerning how to become employable and how to retain a job.	1		7	22	1
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	4	6	14	8	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	3	9	11	7	

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Place: Fayetteville Technical Institute, Fayetteville, NC
Dates: June 23-27, 1980
Hours: 8:30 a.m. - 4:30 p.m.

A G E N D A

Monday, June 23, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVES:

By the end of this day, all teachers/counselors will:

1. State in writing the legal CETA definition of economically disadvantaged students and determine how to properly identify disadvantaged students with 90 percent accuracy.

Presenter: Dr. Edgar Farmer
A & T University
Greensboro, NC

2. State in writing at least five major effects of economic deprivation which may affect student behavior and learning such as:

Negative Self-Concept
Motivation
Negative Attitude Toward School
Failure Orientation
Below Grade Level in Communication
and Computational Skills
Disrespect for Authority
Disruptive Behavior - Active/Passive
Short Attention Span
Poor Work Habit and/or Study Habits
Others

For each major problem recognized, each teacher/counselor will design at least two strategies to assist students in overcoming the problems as they relate to the home and school environment, interaction with teachers/counselors and peers and with the student's instructional program.

Presenters: Ruth Sebrell, Consultant
Beverley Moubry
Consultant
Johnnie Ellerbe
Consultant, Exceptional
Children, South Central
Regional Ed. Center

Tuesday, June 24, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVE: By the end of this day, all teachers/counselors will:

Be able to assist disadvantaged students in developing long-range career plans and how to become employable, and how to get and ratain a job.

The teacher/counselor will identify at least one appropriate vocational interest and aptitude test for use with disadvantaged students as well as two different methods of administering the selected tests to this target group. Included in techniques for assisting students to become employable will be instruction in completing job application and job interviews, and job expectations as related to personal skills, job skills, work habits and attitudes.

Presenter: Joe Erickson, Consultant
Exceptional Children
South Central Regional
Education Center
Carthage, NC

* *

Wednesday, June 25, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVE: By the end of this day, all teachers/counselors will:

Develop a 'Plan of Action" for submission to the appropriate state agency. Each plan will be critiqued by the planner/evaluator or workshop presenter for tentative approval. Final approval will be granted by the regional coordinator of vocational education and the regional staff development consultant for secondary personnel and by the designated consultant for community colleges personnel.

Each Plan of Action is to include:

(a) The legal CETA definition of economically disadvantaged students.
(b) Means of proper identification of these students.
(c) Strategies for assisting disadvantaged students to overcome effects of economic deprivation.
(d) Strategies for assisting disadvantaged students to develop long-range career plans on how to become employable and how to retain a job.
(e) A training plan to assist "others" within their respective schools/institutes on techniques in working with disadvantaged students to improve personal skills, work habits, and attitudes, and job skills.
(f) Strategies for involving "others" in respective LEAs and/or institutions.

Presenter: Nan Coleman
Charlotte/Mecklenburg City
Schools
Charlotte, NC

Thursday, June 26, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVE: By the end of this day, all teachers/counselors will:

Be able to serve as a cadre to train "others" in their respective LEAs and/or institutions. Evidence of competence to achieve this objective will be reflected as one section of the Plan of Action to be developed. Some strategies which should be included are:

(a) Presentation to total faculty on identification and the effects of economic deprivation on students. Strategies for assisting students to overcome negative effects.
(b) Small group instruction to selected faculty on above.
(c) Individual conferences with "others" on above. Accomplishment of objectives will also be included in follow-up assessment.

Presenter: Oliver Johnson, Jr.
Consultant
Human Relations & Student Affairs
Raleigh, NC

* *

Friday, June 27, 1980 8:30 a.m. - 4:30 p.m.

1. Additional information on Job Placement
2. Services of Regional Centers
3. Individual Planning
4. Post Test
5. Evaluation
6. "Housekeeping"

Presenters: Joe Erickson
Danny Hardee
John Huffman

TABLE 25

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.			1	32	3
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		1		25	10
3. Establish an appropriate attitude toward disadvantaged students.			1	10	25
4. Familiar with the legal CETA definition and identification of disadvantaged youth.		1		23	10
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	1	1	6	20	7
6. Describe several major effects of economic deprivation of disadvantaged students.			1	17	16
7. Analyze disadvantaged students occupational interest and aptitudes.		1	1	26	7
8. Identify the specific nature of the students learning difficulty.	1	3	9	15	8

NOTE The response rating for this particular district is based on 40 participants.

*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 26

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		2	2	24	6
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.		1		26	10
11. Identify supportive and resource personnel.				14	21
12. Identify a variety of community and governmental agency resources.				16	19
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.		1	1	23	11
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	3	1	8	19	3
15. Develop instructional materials for disadvantaged students.		2	2	19	12
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		2	2	18	12
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.			2	26	6

TABLE 27

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	1	1	2	29	2
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.			1	21	13
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			4	21	11
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.			4	21	13
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.		1	2	25	7
23. Identify and solve problems concerning how to become employable and how to retain a job.				22	14
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.		1	1	28	4
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.		1	2	25	7

COMMENTS OBTAINED FROM REGION IV - POST-ASSESSMENT QUESTIONNAIRES:

1. This workshop has been or will be of great value to me in starting the new job I have for this fall.

2. The workshop has been extremely helpful and hope to apply what I have learned.

3. Very good workshop. The presentations were appropriately presented, well prepared, and things moved along as scheduled.

4. This questionnaire even shows how important each part of the workshop was in helping us to understand our students.

5. The workshop has been helpful in giving concrete data with which to work. Better understanding of "disadvantaged." Compliments to John Huffman and to the presenters, especially Danny Hardee, for the information made available.

6. Overall, a very informative workshop.

7. The workshop was extremely helpful in answering many of my personal questions. I did think that some of the presentations were repetitious. I have learned some new techniques and I gained knowledge that will be extremely helpful during the next few years while working with disadvantaged. The one negative aspect relayed to me was over emphasis on one race as being disadvantaged. There are disadvantaged in all races and ethnic groups and cultures.

8. In general, I felt that the workshop was extremely informative and beneficial to me as a teacher working with the disadvantaged. I enjoyed the discussions and felt that sharing ideas was as helpful as what the speakers were telling us. I felt the speakers knew what they were talking about and still in touch with the students - very realistic and practical suggestions were given.

9. This workshop was well organized and constructed. The guest speakers were excellent, especially Oliver Johnson.

10. This was a very informative workshop.

11. I enjoyed this workshop. I particularly liked the presentation given by Oliver Johnson.

12. The workshop was very informative and most enjoyable. I hope we can have many more.

13. I have found this institute to be most helpful.

14. Good workshop!

15. Enjoyed the workshop and felt that it was very informative. All presenters did an excellent job - especially enjoyed the activities and materials we were allowed to work with.

16. Very useful workshop.

17. This workshop was extremely beneficial - the instructional materials for disadvantaged students (computer, mystery folder, question folder, etc.) were presented in a manner that will allow me to develop my own materials. The speakers were all very good and informative.

18. Excellent workshop.

19. Very informative workshop - Please do it again.

DIRECTORY OF PARTICIPANTS

REGION IV

HALL, JAMES T. - P. O. Box 236, Dublin, NC 28332

PERRY, SADIE E. - Route 2, Box 345-D, Clarkton, NC 28433

GRAHAM, AVALENE B. - P. O. Box 262, Hallsboro, NC 28442

JUDAH, JOYCE CHRISTINE - 1333 Camelot Drive, Fayetteville, NC 28304

SLOOP, DAVID L. - 5730 Archer Road, Hope Mills, NC 28348

MELVIN, GLENDA M. - Route 2, Box 273A, Hope Mills, NC 28348

VILE, WILLIAM A. - 307 Murray Fork Drive, Fayetteville, NC 28304

GAGE, DAVA NEWSOME - P. O. Box 1435, Dunn, NC 28334

ASHLEY, GEORGE HERMAN, JR. - Route 3, Box 261-F, Raeford, NC 28376

HUFFMAN, BETTY H. - 3405 Melba Street, Fayetteville, NC 28301

NIXON, CAROLINA J. - 3506 Farm Circle Road, Fayetteville, NC 28306

WILBANKS, GAYE S. - 401 Rollingwood Circle, Fayetteville, NC 28305

SMITH, ROBERT R. - Candlewood Apts. I-2, Sanford, NC 27330

PEED, WAYNE L. - Route 2, Box 138, Angier, NC 27501

BREEDEN, CHARLES S. - Route 4, Box 547, Sanford, NC 27330

JENKINS, SHIRLEY - Box 117, Biscoe, NC

LYNCH, BETTY - P. O. Box 1094, Pinehurst, NC 28374

FRYE, HELENA H. - 400 W. Connecticut Avenue, Southern Pines, NC 28387

LOWRY, DIXIE D. - Route 1, Box 142A, Rockingham, NC 28379

JACKSON, GRACIE C. - Route 3, Box 168, Hamlet, NC 28345

ROBERTS, ETTA B. - P. O. Box 451, Ellerbe, NC 28338

GOODMAN, RONALD GLENN - Route 4, Box 203A, Rockingham, NC 28379

BLANKS, OSCAR T. - 2915 Olsen Drive, Lunberton, NC 28358

SAMPSON, JOHN H. JR. - P. O. Box 584, Pembroke, NC 28372

KINNEM, BETSY - 716 Woodclift Drive, Fayetteville, NC 28301

BOYD, BARBARA - 307 Oakridge Avenue, Fayetteville, NC

CAVANO , ARTHUR T. - 2508 Morganton Road, Fayetteville, NC 28303

POPE, GEORGE E. - 6427 Starbrook Drive, Fayetteville, NC 28301

SMITH, EDDIE - 3612 Cranbrook Road, Fayetteville, NC 28301

DUNCAN, JOHN - 1605 Grenock Drive, Fayetteville, NC 28304

COLLINS, VALERIA A. - 80 Provider Circle, Pope Air Force Base, NC 28307

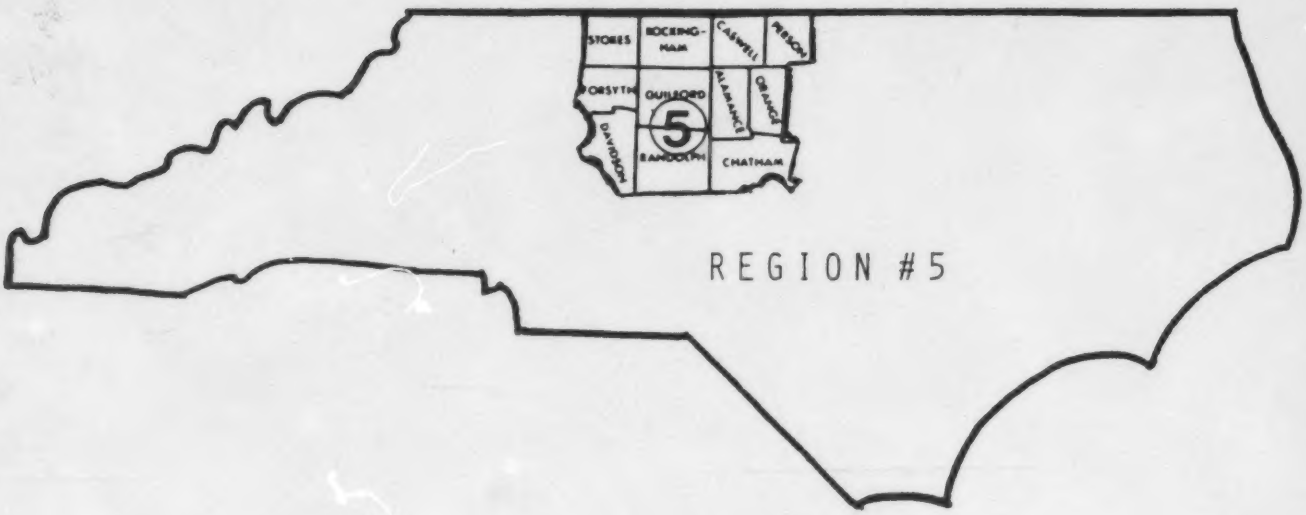
LACY, CLARETHA L. - 1915 Eichelberge Drive, Fayetteville, NC 28303

McNEILL, WILLIAM F. - Route 1, Box 75, Elizabethtown, NC 28337

HAMPTON, JAMES R. - P. O. Box 1596, Sanford, NC 27330

HARRIS, GALEN D. - 402 McMillan Avenue, Red Springs, NC 28377

JOHNSON, DOROTHY S. - Route 2, Box 296, Laurinburg, NC 28352



LOCATION OF INSTITUTE: (NORTH CENTRAL SECTION OF THE STATE)
TECHNICAL COLLEGE OF ALAMANCE
HAW RIVER, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: WOODY BOSTIC, COORDINATOR, VOCATIONAL EDUCATION
MONROE MCVEY, TECHNICAL COLLEGE OF ALAMANCE

Introduction

Dr. William E. Taylor, President of The Technical Institute of Alamance in Haw River, North Carolina, extended formal greetings to the workshop participants. Some members of the technical institute served as hosts and presenters. Thus, their dedicated service enhanced the success of the entire workshop.

The vast majority of persons held residence in Region V, which includes counties in the north central section of North Carolina such as Alamance, Caswell, Chatham, Davidson, Guilford, and several others

Pre-Assessment

Tables 28, 29, and 30 depict the distribution of frequencies as indicated by 32 participants in Region V. As can be seen in Table 30, the majority of respondents (26 of 32, or 81 percent) felt that they were extremely confident or confident in performing task item 20 which concerns "Encouraging the establishment of appropriate attitudes of regular students toward disadvantaged students." It should be interesting to see how the participants rated task item 10 on the post-assessment (see Table 33 for comparison).

Treatment

Region V's instructional program activities served as the treatment given to the workshop participants. Thirty-two (32) can't be wrong when they indicated that the workshop was very beneficial to their professional growth. This assertion speaks well for the vocational coordinator and persons involved in the planning and implementation of the workshop. After reviewing the program agenda, one can easily see why this particular workshop was so effective (see program agenda, Region V).

Post-Assessment

After receiving such a helpful treatment (instructional program activities), the participants completed a post-assessment questionnaire. This measuring instrument produced some interesting results. For example, the data indicated that many of the respondents rated the task items higher on the pre-assessment than they did on the post-assessment (see Table 53 and 56). As can be seen in Table 56, a reversal occurred in the way the participants felt about their abilities to perform task item 20. Five respondents (5 of 32, or 16 percent) rated this particular performance task as one that they possess with extreme confidence.

In Table 53, twenty respondents (20 of 32, or 63 percent) felt extremely confident in their abilities to perform task item 20, prior to attending the workshop. An explanation of this dilemma may be attributed to the sensitivity level of vocational educators in North Carolina. Many of them were teaching effective domain concepts to their students concerning the disadvantaged.

Conclusion

It was concluded that the respondents were extremely confident in their abilities to perform task item 20, prior to attending the workshop. Therefore, it was concluded that the treatment had no effect on the participants concerning this item.

It was also concluded that the majority of participants felt positive about the workshop. Many of them indicated that the workshop was quite beneficial to them (see comments obtained from Region V).

TABLE 28

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	5	15	7	4	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	5	13	6	8	
3. Establish an appropriate attitude toward disadvantaged students.		1	7	18	6
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	3	14	6	9	
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	7	10	6	8	1
6. Describe several major effects of economic deprivation of disadvantaged students.		5	9	16	2
7. Analyze disadvantaged students occupational interest and aptitudes	1	5	13	11	1
8. Identify the specific nature of the students learning difficulty.	*	10	8	9	1

NOTE The response rating for this particular district is based on 32 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 29

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	2	5	9	15	1
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.		5	8	15	2
11. Identify supportive and resource personnel.		3	4	20	3
12. Identify a variety of community and governmental agency resources.	1	5	6	16	2
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	1	7	7	14	1
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	8	9	10	3	
15. Develop instructional materials for disadvantaged students.	2	7	7	12	2
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		5	6	16	3
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	4	9	6	8	2

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TABLE 30

PRE-ASSESSMENT OF PARTICIPANTS FOR
INSTITUTE IN REGION V

ASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	3	6	4	14	3
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged stucents.	2	7	7	12	3
20. Encourage tne establishment of appropriate attitudes of regular students toward disadvantaged students.			5	6	20
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		5	2	21	3
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	1	7	14	8	1
23. Identify and solve problems concerning how to become employable and how to retain a job.		3	8	14	5
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	4	9	13	5	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	1	11	11	4	3

85

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Technical College of Alamance, Haw River, NC
June 23 - 27, 1980
8:30 a.m. - 3:30 p.m.

A G E N D A

day, June 23, 1980

:30 - 9:00	WELCOME	William Taylor, President Tech. College of Alamance
	Orientation to Workshop	Woody Bostic, Regional Coord. Div. of Vocational Education
		Monroe McVey, Director of Adult Education, Technical College of Alamance
9:00 - 9:30	Definitions, Laws, etc. CETA	CETA Prime Sponsor
	Definitions, Laws, etc. Vocational Education	Jim Lunsford Support Services Coordinator SDPI
9:30 - 10:00	Identification/Characteristics of Disadvantaged Students	Jim Lunsford
10:00 - 10:15	BREAK	
10:15 - 12:00	Attitudes and Motivational Techniques for Educators	Dr. Vivian Harding, Consultant Title I
12:00 - 1:00	LUNCH	
1:00 - 2:00	Life/Career Planning	Dr. Ben Wolverton, Dean of Student Services, TCA and Staff
2:00 - 2:15	BREAK	
2:15 - 3:15	Competencies for Educators Serving the Disadvantaged	Dr. Edgar Farmer A & T State University

Monday, June 23, 1980 - Cont'd.

3:15 - 3:30	Summation/Discussion of Today's Activities	

Tuesday, June 24, 1980 (Auditorium)

8:30 - 8:45	Overview of Today's Activities	Woody Bostic, Regional Coordinator Div. of Vocational Education

DIVIDE PARTICIPANTS INTO TWO GROUPS:

Group A - (A thru L) Group B - (M thru Z)

8:45 - 11:30

Group A.	Job Placement, Coordination of Secondary Students	Terri Coble, Instructor Greensboro City Schools
Group B.	Linkage Between Personal Development and Job Training	Frank Rhodes, Counselor Carol Medlin, Instructor Technical College of Alamance

B R E A K - 15 Minutes - Convenience of Teacher

11:30 - 12:30 LUNCH

12:30 - 3:15

Group B.	Job Placement, Coordination of Secondary Students	Terri Coble
Group A.	Linkage Between Personal Development and Job Training	Frank Rhodes

B R E A K - 15 Minutes - Convenience of Teacher

3:15 - 3:30	Summation/Discussion of Today's Activities	

* *

Wednesday, June 25, 1980

8:30 - 8:45	Overview of Today's Activities	Woody Bostic
8:45 - 11:30	Developing Job Skills (Group A)	Pat Rudy, Region V Coordinator of Reading

Wednesday, June 25, 1980 - Cont'd.

	Developing Job Skills (Group B)	Sue Smith, Instructor West Forsyth High School
B R E A K -	15 Minutes - Convenience of Teacher	
11:30 - 12:30	L U N C H	
12:30 - 3:15	Developing Job Skills (Group B)	Pat Rudy, Region V Coordinator of Reading
	Developing Job Skills (Group A)	Sue Smith
B R E A K -	15 Minutes - Convenience of Teacher	
3:15 - 3:30	Summation/Discussion of Today's Activities	

Thursday, June 26, 1980

8:30 - 8:45	Overview of Today's Activities	Woody Bostic, Regional Coord. Div. of Vocational Education
8:45 - 10:00	Motivating and Mainstreaming Students	Pat Finger, Region V Division of Language Arts
10:00 - 10:15	B R E A K	
10:15 - 11:30	Developing Individualized Educational Plans for Disadvantaged	Pearl Goyena, Director Learning Lab, TCA
11:30 - 12:30	LUNCH	
12:30 - 3:15	Developing Individual Plan of Action	Group Activity - Woody Bostic
3:15 - 3:30	Summation/Discussion of Today's Activities	

* *

Friday, June 27, 1980

8:30 - 8:45	Overview of Today's Activities	Woody Bostic
8:45 - 9:45	Articulating Plan of Action by Program Areas (i.e. Business, Guidance & Administration, T&I, etc.)	

Friday, June 27, 1980 - Cont'd.

9:45 - 10:00	BREA'	
10:00 - 11:30	Video Taping Plan of Action	Monroe McVey, Director of Adult Education and TCA Staff
11:30 - 12:30	LUNCH	
12:30 - 2:00	Viewing and Critiquing TV Taped Plans of Action	
2:00 - 2:15	BREAK	
2:15 - 2:45	Post-test	
2:45 - 3:00	Completion of State Evaluation	
3:00 - 3:30	Complete Travel Claims, etc. Present Certificates of Credit	

TABLE 31

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.		1	2	27	2
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		1		14	5
3. Establish an appropriate attitude toward disadvantaged students.				9	22
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				21	11
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.			4	25	3
6. Describe several major effects of economic deprivation of disadvantaged students.				15	17
7. Analyze disadvantaged students occupational interest and aptitudes.		1	2	23	6
8. Identify the specific nature of the students learning difficulty.			6	20	5

NOTE The response rating for this particular district is based on 32 participants.

*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 32

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.			4	20	8
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.		1	1	25	4
11. Identify supportive and resource personnel.		1	1	13	17
12. Identify a variety of community and governmental agency resources.			1	20	11
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				17	15
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.		1	6	22	4
15. Develop instructional materials for disadvantaged students.		1		24	7
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		2		19	11
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.		1		16	14

TABLE 33

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.		1	1	24	7
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.		1		16	14
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			3	24	5
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.				20	11
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.			4	22	7
23. Identify and solve problems concerning how to become employable and how to retain a job.			1	15	16
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.				25	7
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.				26	6

COMMENTS OBTAINED FROM REGION V - POST-ASSESSMENT QUESTIONNAIRES:

1. Most of the sessions were well done - speakers were well organized and enthusiastic about communication with us. I felt we never "got to" the subject on Pearl's session - "IEPs." I feel the workshop will help me very much in working with disadvantaged youth.

2. I feel this workshop has helped to establish rapport and communication between secondary and post-secondary levels of education. I feel a week is too long. Three days would be better. It bothers me that at the secondary level there is a tendency to "label" students. At the community college/technical college level, we treat all persons as students - and try to work with them from there.

3. Great content and handouts - refreshments and chairs/tables inadequate. The larger person needs a more comfortable chair - if not present in room, make available.

4. This workshop has greatly contributed to my understanding and knowledge of how to deal with disadvantaged students.

5. Most helpful and inspiring.

6. This workshop has been very valuable to me. It has given me the information I needed to become a more effective coordinator - the participants or instructors were excellent.

7. There needs to be a category between "little knowledge" and "confident" to indicate.

8. Video-taping and work sessions beneficial. Terri Coble, Pearl Goyena very good. Some of the other guests were too broad and difficult to relate information to my needs.

9. This has been the most informative and helpful workshop I have attended. The planning was excellent.

10. I feel much more positive about working with disadvantaged students now. The workshop was one of the best I have ever attended.

11. I would have liked to hear from some employers of those students. I enjoyed and learned a lot from the workshop.

12. The workshop was very helpful in defining the disadvantaged students and in providing information on how to teach and deal with them.

DIRECTORY OF PARTICIPANTS

REGION V

Workshop Date: June 23-27, 1980

WILSON, JOSEPH P. - 1971 Faculty Drive, Winston-Salem, NC 27106

KOLISCHAK, MARY - 712 Chester Road, Winston-Salem, NC 27104

HARDIN, JOAN - 2881 Northbridge Road, Winston-Salem, NC 27103

GARRETT, THOMAS W. - Route #3, Box 251 A, Liberty, NC 27298

BROWN, MARY BOWLES - 616 Burke Trail, Thomasville, NC 27360

GREENE, KAREN K. - Route #2, Box 341, Burlington, NC

WILEY, MARY GANNAWAY - 437 Poplar Street, Danville, VA

TRUITT, BRENDA D. - P. O. Box 628, Siler City, NC 27344

YOUNGBLOOD, FRANCES, 15 Mayflower Lane, Lexington, NC

ROBERSON, JOHN L. - 1836 Oak Drive, Asheboro, NC

NORWOOD, JANE - 1126 Manning Street, Eden, NC 27288

PRICE, SANDRA - 603 Ellington Road, Siler City, NC 27344

POOLE, CARL - Route #1, Elon College, NC 27244

DAVIS, MARY - 212 Chestnut Street, Lexington, NC 27292

SULECKI, RICHARD - Route #1, Box 129, Burlington, NC

EVERETTE, KAROL - 813 Spring Street, Reidsville, NC 27320

SOUTHERLAND, SHELDON - Route #3, Box 145, Pittsboro, NC 27312

LAVACK, HELEN H. - 1122 Virginia Street, Greensboro, NC 27401

TROTMAN, MARY - P. O. Box 523, Jamestown, NC 27282

ELLINGTON, CARROLL M. - 114 W. McAden Street, Graham, NC 27253

POWERS, BETTY - 2815 Sherwood Street, Greensboro, NC 27403

NEWSOME, ELIZABETH - Route #2, Box 299, Kannapolis, NC 28081

WILSON, RICKY LEE, #3 Dearr Drive, Lexington, NC 27292

HEDRICK, DALE, Route #6, Box 401, Lexington, NC 27292

WADE, JAMES R. - 101 Coverbrook Ct., Jamestown, NC 27282

MASSEY, HELEN - P. O. Box 175, Hillsborough, NC 27278

LEWIS, BETTY - 2407 Springwood Drive, Greensboro, NC

DUNGEE, CLYDE - 3907 Glen Oak Drive, Winston-Salem, NC

GREENE, ELIZABETH - P. O. Box 74, Yanceyville, NC 27379

HIGGINS, DONNA - 5005 Kenview Drive, Greensboro, NC

ASHLEY, ARCH ANNA - 1105 Benjamin Parkway, Greensboro, NC 27408

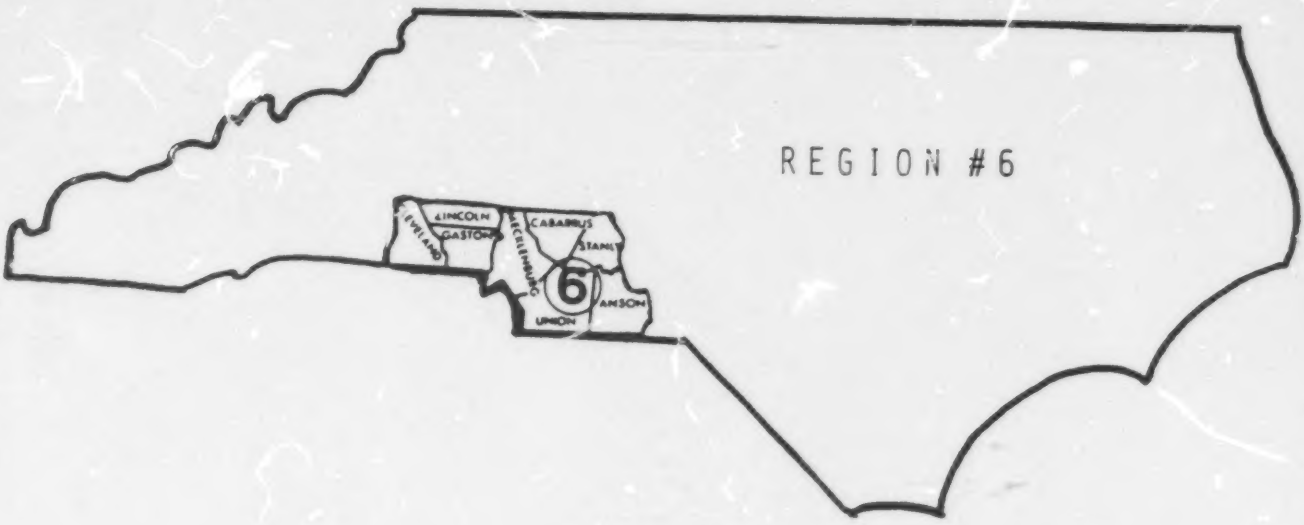
DEHAVEN, KAREN - 4904 Carolina Street, Greensboro, NC 27406

BATES, BOB - Technical College of Alamance, P. O. Box 623, Haw River, NC 27258

SCHUTZ, PAUL - Technical College of Alamance, P. O. Box 623, Haw River, NC 27258

CRANE, JANET - 2522 Emerald Drive, Greensboro, NC

COX, HARIETTE - Asheboro City Schools, Box 1103, Asheboro, NC



LOCATION OF INSTITUTE: (SOUTHWEST SECTION OF THE STATE)
CENTRAL PIEDMONT COMMUNITY COLLEGE
CHARLOTTE, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: EARL PRICE, COORDINATOR, VOCATIONAL EDUCATION
BENNY COXTON, REGIONAL CENTER DIRECTOR
JIM LUNSFORD, SUPPORT SERVICES COORDINATOR
DIVISION OF VOCATIONAL EDUCATION
RICK KIRCHBERG, STAFF DEVELOPMENT SPECIALIST
MAYO GAY, CENTRAL PIEDMONT COMMUNITY COLLEGE

Introduction

Dr. Richard Hagemeyer, President of Central Piedmont Community College, Charlotte, North Carolina, was quite inspirational in serving as host for the Region VI staff development workshop. Some of his staff members were also actively involved in the instructional program activities (see Treatment, Region VI).

The workshop participants were in the Region VI section of North Carolina. Some of the counties in this section of the state include Anson, Cabarrus, Cleveland, Gaston, Mecklenburg, and others in the Southwest.

Pre-Assessment

Tables 34, 35, and 36 show the distribution of return frequencies as noted by 26 participants in Region VI. As can be seen in Tables 34 and 35, 69 percent of the respondents indicated that they were extremely confident or confident in their abilities to perform task items 3 and 11. These two task items concern "Establishing an appropriate attitude toward disadvantaged students," and "Identifying supportive and resource personnel."

It should be interesting to note that little or no difference will exist between the pre- and post-assessments for performance task items 3 and 11. In Table 36, 81 percent of the respondents indicated their confidence to perform task item 21, "Helping disadvantaged students develop positive attitudes about themselves and the world of work."

Treatment

The instructional program activities represented the treatment administered to each participant. Some of the participants responded very favorably to the instructional activities, as noted by their comments. "This workshop was excellent - it gave evidence of being well planned and organized..." and I thoroughly enjoyed this institute. I felt that the information was very appropriate.

Although many of the respondents indicated their satisfaction with the workshop, the treatment may have had little effect. This assertion was based on an analysis of the pre- and post-assessment.

Post-Assessment

Based on the results of the post-assessment, there seems to be little or no major difference between the pre- and post-assessments. This assertion is based on the data shown in Tables 37, 38, and 39. As can be seen in Table 37, many of the respondents (8 of 26 or 31 percent) felt very apprehensive about their abilities to perform task item 5, "Administering diagnostic assessment instruments and techniques for classification and placement of disadvantaged students."

Other performance task items received similar response ratings. Many of the participants appeared to have had prior knowledge concerning the task items.

Conclusion

It was concluded that the instructional program activities had little effect on the participants, as noted by their responses on the pre- and post-assessments. However, it should be noted that many of the participants explicitly indicated favorable comments concerning the workshop.

TABLE 34

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VI

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	1	12	1	9	2
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	3	11	4	7	
3. Establish an appropriate attitude toward disadvantaged students.			7	14	4
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	6	7	6	7	
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	4	10	1	10	1
6. Describe several major effects of economic deprivation of disadvantaged students.	2	3	7	14	
7. Analyze disadvantaged students occupational interest and aptitudes.	1	5	9	11	
8. Identify the specific nature of the students learning difficulty.	2	6	10	4	2

NOTE The response rating for this particular district is based on 26 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 35

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VI

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	2	4	6	12	3
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.		4	6	16	
11. Identify supportive and resource personnel.		4	4	15	3
12. Identify a variety of community and goverrmental agency resources.	1	4	8	11	2
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	3	6	7	7	3
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	4	11	5	5	1
15. Develop instructional materials for disadvantaged students.	3	7	4	8	4
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		8	4	1	3
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	4	8	5	8	1

TABLE 36

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VI

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	1	8	2	12	2
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	2	4	6	12	1
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	3	3	6	14	
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		3	2	18	3
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	1	7	10	8	
23. Identify and solve problems concerning how to become employable and how to retain a job.		5	3	16	2
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	3	11	6	4	2
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	3	7	9	5	2

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Place: Central Piedmont Community College
Dates: June 23 - 27, 1980
Hours: 9:00 a.m. - 4:00 p.m.

A G E N D A

Monday, June 23, 1980

9:00 - 9:15	WELCOME	Dr. Mel Gay, Central Piedmont Community College
9:15 - 10:00	Workshop Orientation	Earl M. Price, Regional Coord. Vocational Education
10:00 - 4:00	"Effects of Economic Deprivation"	Gus Boukouvolas, Central Piedmont Community College

Tuesday, June 24, 1980

9:00 - 9:15	Today's Plans	Earl M. Price
9:15 - 12:00	"Strategies for Working With Disadvantaged Students"	Lisa Fharr, Charlotte/ Mecklenburg Schools
1:00 - 4:00	"Strategies for Working With Disadvantaged Students"	Rick Kirschberg, Douthwest Regional Center

Wednesday, June 25, 1980

9:00 - 9:15	Today's Plans	Earl M. Price
9:15 - 10:15	"Competencies For Educators	Dr. Edgar Farmer, A & T State University Greensboro, NC
10:30 - 4:00	"Developing Career Plans and Guidance for Disadvantaged Students"	Ruth McSwain, Counselor Teacher Center, Albemarle, NC

Thursday, June 26, 1980

9:00 - 9:15	Today's Plans	Earl M. Price
9:15 - 4:00	"Strategies for Materials To Use With Disadvantaged Students"	Nan Coleman, Charlotte/ Mecklenburg Schools

Friday, June 27, 1980

9:00 - 12:00	"Helping Others Who Can Help Disadvantaged Students Legal Aspects of Helping Disadvantaged Students"	Jim Lunsford, Meg Murphy State Department of Public Instruction
1:00 - 4:00	Workshop Summary and Evaluations	Earl M. Price

NOTE: Lunch each day 12:00 - 1:00

Breaks during morning and afternoon sessions

TABLE 37

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VI

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.			2	21	3
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		2	1	20	3
3. Establish an appropriate attitude toward disadvantaged students.				12	14
4. Familiar with the legal CETA definition and identification of disadvantaged youth.			4	17	5
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	1	3	4	16	2
6. Describe several major effects of economic deprivation of disadvantaged students.			2	15	9
7. Analyze disadvantaged students occupational interest and aptitudes.		1		16	5
8. Identify the specific nature of the students learning difficulty.	1	1	5	16	3

NOTE The response rating for this particular district is based on 26 participants.

TABLE 38

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VI

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		1	2	12	10
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.			5	15	6
11. Identify supportive and resource personnel.			3	11	11
12. Identify a variety of community and governmental agency resources.			3	11	11
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.			3	15	7
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.		2	4	14	5
15. Develop instructional materials for disadvantaged students.				16	8
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		1	1	16	7
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.			3	17	5

NOTE: It should be noted that some of the participants did not respond to all of the above items as listed on the post-assessment questionnaire.

TABLE 39

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VI

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.			1	15	6
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.			3	14	8
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			4	15	6
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.			3	17	6
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.		1	1	20	5
23. Identify and solve problems concerning how to become employable and how to retain a job.			3	17	6
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.		1	4	16	4
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.			3	15	6

COMMENTS OBTAINED FROM REGION VI - POST-ASSESSMENT QUESTIONNAIRES:

1. This workshop was excellent. It gave evidence of being well planned and organized. Mr. Earl Price did a fantastic job hosting this in-service activity. I felt comfortable here because of his kind and accepting attitude.

2. Excellent workshop.

3. Very good workshop. Glad I had the opportunity to attend.

4. I thought Mr. Price was an excellent leader.

5. Good workshop.

6. Super workshop.

7. I thoroughly enjoyed this institute. I felt that the information was very appropriate. Thank you.

DIRECTORY OF PARTICIPANTS

REGION VI

Workshop Date: June 23-27, 1980

ALLEN, BETTY SUE H. - 505 South Cedar Street, Lincolnton, NC 28092

ARMSTRONG, DEANA R. - 5012-F Cherrycrest Lane, Charlotte, NC 28210

BAILEY, CAROLE W. - 7800 Monroe Road, Charlotte, NC 28212

BEAM, SKYE J. - Route 3#, Box 536, Cherryville, NC 28021

BELK, JOAN - 6830 Dulverton Drive, Charlotte, NC 28211

BENTON, JEANNE K. - 1521 Stanford Place, Charlotte, NC 28207

BRYANT, HELEN HILTON - 409 West Harvie Avenue, Gastonia, NC 28052

CAGLE, REBECCA A. - 203 North Oak Street, Lincolnton, NC 28092

COFFEY, HELEN HARLEY - Apt. 2, 5315 Lynville Avenue, Charlotte, NC 28205

COOPER, BETTY M. - 709 Glasgow Road, Charlotte, NC

DAVIS, ROBIN H. - P. O. Box 81, Ellenboro, NC 28040

DAVIS, TRUMAN A. JR., - Route #1. Box 376, Campobello, SC 29322

DEATON, LUCY GAYE - Route #3, Box 323-A, Maiden, NC 28650

HATFIELD, REBA - 201 Foston Road, Matthews, NC 28105

HOLBERT, LELA H. - Route 2, Box 556C, Huntersville, NC 28078

JAMES, JOHN T. - 411 Leafsmoke Drive, Gastonia, NC 28052

JOHNSON, ZANDRA S. - 6-17 Craftsbury Drive, Charlotte, NC 28215

KELLER, JOYCE M. - Route 1, Box 226, Huntersville, NC 28078

KING, MARIAH ELAINE - 6420 Hidden Forest Drive, Charlotte, NC 28213

KRIDER, NORMA P. - 1920 Kennesaw Drive, Charlotte, NC

LOWERY, BETTY H. - 7016 Providence Lane, West, Charlotte, NC 28211

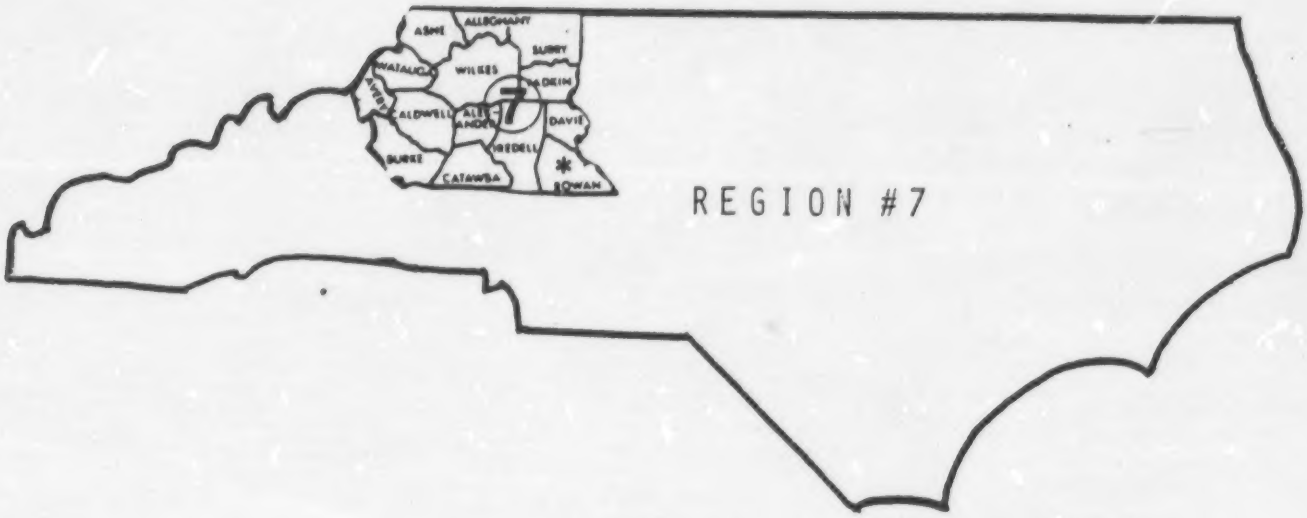
MORROW, PORTIA JAMISON - Route #1, Box 526, Grover, NC 28073

McCHESNEY, SUSAN - 536 Blendwood Drive, Charlotte, NC 28215

ROBERTS, CARLTON ELSWORTH - Route #5, Box 285, Salisbury, NC 28144

WILLIAMS, ANNIE H. - 7514 Shadowcrest, Charlotte, NC

WOODS, PATRICIA - P. O. Box 681, (Circle Drive), Charlotte, NC



LOCATION OF INSTITUTE: (NORTHWEST SECTION OF THE STATE)

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

LENOIR, NORTH CAROLINA

JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: TOM BRIDGES, COORDINATOR VOCATIONAL EDUCATION

J. R. BRENDLE, COORDINATOR, REGIONAL SERVICES & DISSEMINATION

LOIS SNOW, CALDWELL COMMUNITY COLLEGE

JOHN CROSBY, CALDWELL COMMUNITY COLLEGE

TOM SINK, REGION D COUNCIL OF GOVERNMENT

TONY WORMACK, WESTERN PIEDMONT COUNCIL OF GOVERNMENT

Introduction

Dr. H. E. Beam, President of Caldwell Community College and Technical Institute, and his staff served as hosts and presenters for an effective and informative staff development workshop. The success of the workshop was based on the dedication and perseverance of the planning staff (listed on the Region VII title page).

There were 36 participants, most of whom were residents of Region VII, located in the northwest section of North Carolina. Some of the counties represented were Alexander, Burke, Caldwell, Catawba, and others.

It should be noted that participants in other regions also indicated a high degree of confidence concerning task item 3. An explanation for this occurrence will be discussed in thr treatment.

Pre-Assessment

As can be seen in Tables 40, 41, and 42, many of the respondents appeared to have had prior knowledge concerning some of the performance task items. In Table 40, the majority of respondents (28 of 36, or 77 percent) indicated that they were confident in performing task item 3, "Establishing an appropriate attitude toward disadvantaged students."

It should be noted that participants in other regions also indicated a high degree of confidence concerning task item 3. An explanation for this occurrence will be discussed in the Treatment.

Treatment

After reviewing the instructional program activities, one can determine the effectiveness of the workshop. The treatment given to the participants represented a variety of exercises that could be used in the classroom, such as motivational techniques, job placement activities, pedagogical competencies and many others.

Although some of the respondents indicated mixed feelings about the workshop, most of them felt that the results were quite beneficial. However, the best indicator of the treatment used stems from the post-assessment. Thus, the reader can decide the validity of the treatment.

Post-Assessment

In Tables 43, 44, and 45, a distribution of response frequencies were shown as indicated by 36 participants in Region VII. The vast majority indicated that they were confident or extremely confident in performing most of the task items.

However, as can be seen in Table 43, 27 percent (10 of 36) were undecided about performing task item 5, "Administering diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.

Thus, a possible solution to this dilemma would be to provide additional in-service training on diagnostic assessment techniques. Another solution would be to have participants in Region VII contact, or correspond with, participants involved in the other regional workshops; see directory of participants for additional information.

Conclusion

After analyzing the pre- and post-assessment questionnaires, it was concluded that the staff development workshop conducted at Caldwell Community College and Technical Institute was quite successful. The response ratings showed major differences in the way respondents felt on the pre-assessment versus the post-assessment questionnaires.

It was also concluded that some additional in-service training needed to be done in diagnostic assessment instruments and techniques. Comments concerning this particular task item was noted by some of the participants.

TABLE 40

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	4	25	3	3	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	5	19	8	3	
3. Establish an appropriate attitude toward disadvantaged students.	1	2	5	28	
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	5	10	12	9	
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	6	15	9	5	
6. Describe several major effects of economic deprivation of disadvantaged students.	1	4	13	16	
7. Analyze disadvantaged students occupational interest and aptitudes.	1	5	9	19	1
8. Identify the specific nature of the students learning difficulty.	1	10	11	12	

NOTE The response rating for this particular district is based on 36 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 41

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	1	4	4	24	2
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1	3	10	17	2
11. Identify supportive and resource personnel.		5	7	18	3
12. Identify a variety of community and governmental agency resources.		7	9	14	3
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.		9	16	6	2
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	2	15	13	4	
15. Develop instructional materials for disadvantaged students.	1	5	14	13	
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		4	5	24	
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	2	10	17	4	

TABLE 42

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXCEEDINGLY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	1	5	11	15	
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	3	7	13	10	
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.		4	7	22	
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	1	4	5	23	1
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	1	7	20	6	
23. Identify and solve problems concerning how to become employable and how to retain a job.		3	7	24	
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	3	11	12	7	1
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	2	9	13	9	

A G E N D A

DISADVANTAGED WORKSHOP
June 23 - 27, 1980

Monday, June 23, 1980

9:00 - 9:30	Welcome by College President Orientation by Tom Bridges
9:30 - 10:00	CETA Definitions of Disadvantaged by Tony Womack
10:00 - 10:15	BREAK
10:15 - 11:45	Attitudes and Motivational Techniques for Educators by Bobbye Draughon
11:45 - 1:00	LUNCH
1:00 - 4:15	Continuation of Techniques by Bobbye Draughon (Breaks built in by presenter)

Tuesday, June 24, 1980

9:00 - 9:15	Orientation of Today's Activities by Lois Snow
9:15 - 10:00	Identification of Characteristics of Disadvantaged Students by Edgar Farmer
10:00 - 10:15	BREAK
10:15 - 11:45	Competencies for Educators Serving the Disadvantaged by Edgar Farmer
11:45 - 1:00	LUNCH
1:00 - 4:00	Group A - Job Placement, Coordination of Secondary Students by Jim Eads Group B - Job Placement, Coordination of Post Secondary Students by John Cosby

Tuesday, June 24, 1980 - Cont'd.

4:00 - 4:15 — Summation of Today's Activities by Jim Eads and John Cosby

Wednesday, June 25, 1980

9:00 - 9:15 — Orientation of Today's Activities by Tony Womack

9:15 - 4:00 — Interest & Aptitude Test for Disadvantaged Students

and

Techniques for Assisting Students to Become Employable by Samuel Tate

Summation by Tony Womack

BREAKS AND LUNCH - BUILT IN BY PRESENTER

Thursday, June 26, 1980

9:00 - 9:15 — Orientation for Today's Activities by J. R. Brendell

9:15 - 4:15 — Development by Participants of Individual Plan of Action

Consultants: R. Patterson
Tom Bridges
Lois Snow
J. R. Brendell

BREAKS AND LUNCH - BUILT IN BY PRESENTER

Friday, June 27, 1980

9:00 - 9:15 — Orientation of Today's Activities by Jim Simeon

Friday, June 27, 1980 - Cont'd.

9:15 - 11:45	Review of Individualized Plans by Participants Consultants: R. Patterson Tom Bridges Lois Snow J. R. Brendell
11:45 - 1:00	LUNCH
1:00 - 4:15	(1) Answers to Questions submitted by participants (2) Post-Assessment, Evaluation, Certification of Credit, Expense Forms, and Summation Discussion by Tom Bridges

TABLE 43

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.		3		27	6
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		2	3	26	5
3. Establish an appropriate attitude toward disadvantaged students.				16	20
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				21	15
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.			10	21	5
6. Describe several major effects of economic deprivation of disadvantaged students.				23	12
7. Analyze disadvantaged students occupational interest and aptitudes.			1	24	11
8. Identify the specific nature of the students learning difficulty.			5	26	5

NOTE The response rating for this particular district is based on 36 participants.
*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 44

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.			3	23	10
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.				30	6
11. Identify supportive and resource personnel.			2	14	20
12. Identify a variety of community and governmental agency resources.			1	19	16
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.		1	2	22	11
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.			8	21	7
15. Develop instructional materials for disadvantaged students.			2	26	8
16. Identify the needed audio-visual materials, equipment, and other teaching aids.			2	20	14
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.			1	20	15

TABLE 45

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.			3	23	10
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.			3	21	12
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			6	17	13
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.			1	20	15
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.			1	21	14
23. Identify and solve problems concerning how to become employable and how to retain a job.			2	19	15
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.			6	7	13
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.			6	17	13

COMMENTS OBTAINED FROM REGION VII - POST-ASSESSMENT QUESTIONNAIRES:

1. Good workshop - the mind can only endure what the bottom can stand. Need a follow-up within the next 12 months. This would be the time test for the workshop.

2. The workshop has been very informative, interesting, well organized. Super!

3. Overall, I have gained a great deal from this workshop and I am grateful to all involved for sharing their experiences with me.

4. Very good conference.

5. Workshop has been most helpful!

6. I feel I can work more easily with disadvantaged students after this workshop.

7. Workshop objectives were not defined at the beginning of the workshop. Just exactly who were leading or responsible for content of program was not ever clear.

8. I never felt I received a good, workable definition of a disadvantaged student other than the CETA definition - some parts of the workshop were not very well organized.

9. I enjoyed the workshop very much and it helped me personally feel better about teaching cooperative education in the high schools.

10. I feel this workshop has been very worthwhile. I feel more confident as to doing what is expected of me in teaching the disadvantaged students. Thank you for providing this course for our benefit.

11. This workshop was instrumental in making me re-aware of the desperate needs of these students.

12. Outstanding and very informative workshop.

13. I enjoyed the workshop very much - only weakness in my opinion was in the testing aspect. I learned a lot and feel much more confident in my job.

14. This was by far the best workshop I have attended. It touched everything I use in my job everyday.

15. Workshop was very informative. I feel this was very worthwhile.

16. Enjoyable workshop.

17. Workshop was very worthwhile.

18. Very good workshop!

DIRECTORY OF PARTICIPANTS

REGION VII Workshop Date: June 23-27, 1980

LACKEY, WILLIAM PERRY - 1345 Old Salisbury, Road, Statesville, NC 28677

WOODS, TONY DALTON - Route 2, Box 722 DD, Lenoir, NC 28645

DAVIS, RICHARD - Route 1, Elk Park, NC 28622

GOFORTH, LEONARD - 501 5th E. Marion, Marion, NC 28752

McLEOD, BETTY S. - P. O. Box 485, Taylorsville, NC 28681

ODOM, HAROLD MCMILLIAN, SR. - 734 Bostian Road, Taylorsville, NC 28681

FORTUNE, FRANCES H. - P. O. Box 576, Taylorsville, NC 28681

VANN, ROBIN - Box 72, Boonville, NC 27011

STONE, ROBERT L. - Box 86, Hamptonville, NC 27020

DAGENHART, JOHN H. - 2038 Ora Drive, Statesville, NC 28677

MILLER, HENRY - 1321 Gwynwood Drive, Mt. Airy, NC 27030

COX, RAYMOND - 164 Bluff Street, Mt. Airy, NC 27030

FINEGAN, PAULA S. - 326 5th Street, NW, Hickory, NC 28601

GRIFFIN, WILLIAM JOSEPH - Hickory Mt., Sparta, NC 28675

CATER, CAROL SUE - Route 2, Box 473, Dobson, NC 27017

HYLAND, VICKY LENN - Route #6, Box 1081, Hickory, NC 28601

MABE, VICKIE LYNN - Avery County Board of Education, Box 397, Newland, NC 28657

TOWNSEND, PAUL KEITH - Route 1, Box 90-A, Mt. Ulla, NC 28125

HOGAN, LARRY ALLAN - Route 2, Box 23-B, Marion, NC 28752

JULIAN, ADRIAN FRANK - P. O. Box 193, Elk Park, NC 28622

LITTLE, JILL - P. O. Box 1013, Taylorsville, NC 28681

BRASWELL, CHARLES W. - Route 2, Sugar Mtn, Road, Newland, NC 28657

WETMORE, WARREN DOUGLAS - 70 Kennedy Street, Hickory, NC 28601

PENDRY, GROVER EDWARD - Route 1, Box 400, Hays, NC 28635

WHISNANT, ROBERT GLENN - 407 Caleb-Setzer Road, Newton, NC 28635

HEFNER, MARY GLENDA - 126 9th Avenue, SE, Conover, NC 28613

SMITH, EARL WAYNE - Route 1, Box 631, Taylorsville, NC 28681

CLARK, ARNOLD DEAN - Route 2, Box 176, Valdese, NC 28690

HILDEBRAN, WADE CARROLL - Route 4, Box 750, Hickory, NC 28601

MICKLE, JAMES EARL - P. O. Box 1545, Morganton, NC 28655

BRITTAIN, CHARLES RAY - P. O. Box 831, Drexel, NC 28619

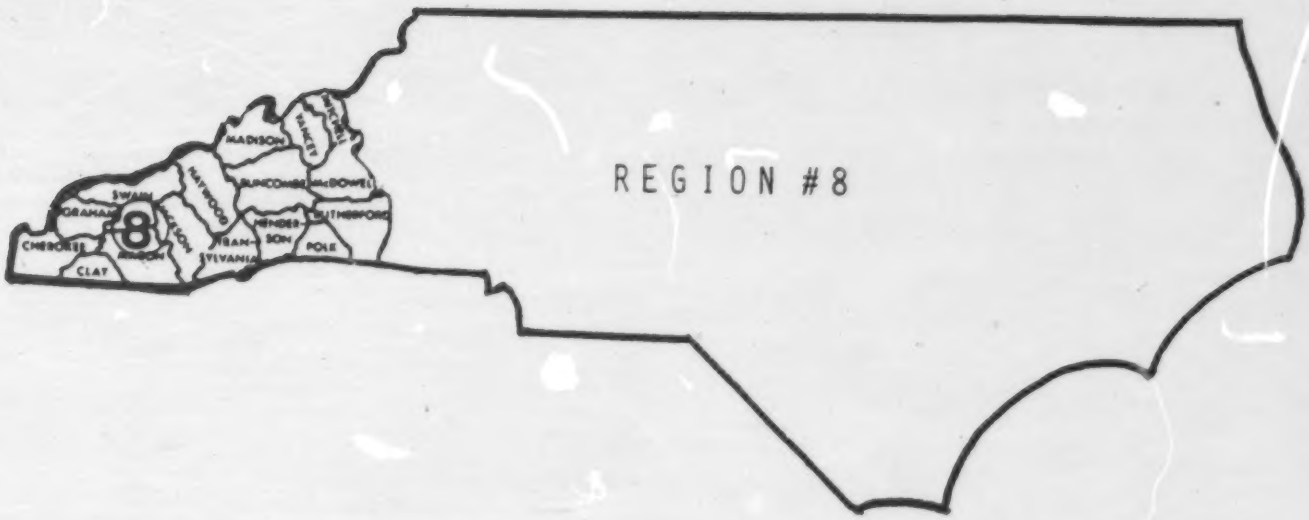
WOODIE, ZANE NOEL - Route 1, Box 100, Piney Creek, NC 28675

GWALTNEY, MARION S. - Route 11, Box 641, Hickory, NC 28601

NEAVES, CLAUDE BURL - 1450 North Main Street, Jefferson, NC 28640

GURLEY, RACHEL B. - Route 4, Box 712, Marion, NC 28752

REECE, MARY KATHERINE - P. O. Box 303, Elkin, NC 28621



LOCATION OF INSTITUTE: (WESTERN SECTION OF THE STATE)
HAYWOOD TECHNICAL INSTITUTE
CLYDE, NORTH CAROLINA
JUNE 16 - 20, 1980

REGIONAL PLANNING STAFF: JAMES GIBSON, COORDINATOR, VOCATIONAL EDUCATION
GLEN ARRANTS, COORDINATOR, REGIONAL SERVICES & DISSEMINATION

Introduction

Dr. Joseph H. Nanney, President of Haywood Technical Institute, played a significant role in the success of the staff development workshops conducted in Region VIII. Dr. Nanney and his staff were hosting as well as assisting in the presentations of an inspiring workshop. The participants echoed familiar comments concerning the success of the workshop.

Thirty-five persons were involved as participants in the workshop. The majority of these persons were residents of Region VIII which includes counties such as Buncombe, Cherokee, Haywood, Jackson and others located in the western section of North Carolina (see map of Region VIII).

Pre-Assessment

The distribution of response frequencies, as noted by 35 participants in Region VIII, can be seen in Tables 46, 47, and 48. As shown in Table 46, the majority of respondents (29 of 35, or 83 percent) indicated that they were confident or extremely confident in performing task item 3, "Establishing an appropriate attitude toward disadvantaged students."

In Table 48, most of the respondents (27 of 35, or 77 percent) indicated their confidence in performing task item 21, "Helping disadvantaged students develop positive attitudes about themselves and the world of work." It was interesting to note how these respondents felt after completing the treatment and post-assessment questionnaire.

Treatment

Thirty-five participants can't be wrong when they say that the Region VIII workshop was informative, beneficial, and enjoyable. The instructional program activities represented the treatment given to the participants. Based on the results of the pre-assessment questionnaires and the comments made throughout the sessions, one can conclude that the treatment had some positive effect on the participants.

Some of the comments made were: (1) "As a T & I classroom teacher who works closely with a vocational lab instructor, I came here with undefined ideas about the disadvantaged/handicapped program. I leave with clear-cut knowledge and techniques to use in my classroom, a better understanding." (2) "I am a new teacher of disadvantaged students. Before this workshop, I had no experience working with disadvantaged students. The response ratings indicating confidence are derived from knowledge gained from this workshop."

Post-Assessment

The post-assessment indicated some interesting results. After completing the instructional program activities, many of the participants were still uncertain about their abilities to perform some of the task items as shown in Tables 49, 50, and 51.

As can be seen in Table 50, thirty-four percent (12 of 35) of the participants were undecided or felt that they possessed little knowledge in performing task item 14, "Conducting task analyses to determine competencies needed for vocational educators serving disadvantaged students." Five other participants did not respond to this item; thus, 17 persons (49 percent) were undecided about task item 14.

In Table 51, task item 24 had similar results. Thirty-one percent of the participants were undecided about performing this particular task item. This item concerns "Establishing a training plan to assist others (teachers, administrators, etc.) in techniques in working with disadvantaged students."

Although there were mixed feelings concerning some of the task items, most of the participants' responses indicated major differences between the pre- and post-assessments. Comparisons can be made after reviewing Tables 46, 47, and 48; then compare them with Tables 49, 50, and 51.

Conclusion

In regard to performance task items 14 and 24, it was concluded that many of the participants had mixed feelings. However, the majority indicated favorable responses to most of the task items.

On the post-assessment, it was concluded that many of the participants did not respond to some of the task items, especially those on the post-assessment questionnaire. It was also concluded that the workshop was quite successful, as indicated by the comments made by participants. Some examples were (1) "After working in the handicapped program for a year and then attending this workshop, I feel better qualified for the next school year." (2) "Well organized - fast moving workshop - time utilized effectively and all physical needs included in the place - all personnel were most effective in their area." (3) "This workshop was the best I have ever attended."

TABLE 46

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VIII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	6	14	8	7	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	3	16	7	9	
3. Establish an appropriate attitude toward disadvantaged students.	1	4	1	26	3
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	4	11	8	10	2
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	3	10	12	10	
6. Describe several major effects of economic deprivation of disadvantaged students.	2	3	13	12	3
7. Analyze disadvantaged students occupational interest and aptitudes.	1	7	8	17	1
8. Identify the specific nature of the students learning difficulty.	1	14	13	7	

NOTE The response rating for this particular district is based on 35 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 47

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION VIII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	2	7	8	18	
10. Lead disadvantaged students to determine the career objectives which are most consistent with tneir interests and abilities.		9	6	17	2
11. Identify supportive and resource personnel.	1	4	8	20	2
12. Identify a variety of community and governmental agency resources.	1	9	7	17	
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	1	9	9	13	2
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	6	14	10	4	
15. Develop instructional materials for disadvantaged students.	2	9	10	12	1
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	1	11	7	13	2
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	3	9	12	9	1

TABLE 48

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VIII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	1	11	9	11	12
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	2	11	9	12	1
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	1	5	6	22	2
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		4	4	25	2
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.		12	11	12	
23. Identify and solve problems concerning how to become employable and how to retain a job.		9	10	15	
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	3	15	10	7	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	4	10	12	9	

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

HAYWOOD TECHNICAL INSTITUTE
June 16-20, 1980

Monday, June 16

Welcome — Joe Nanney, President
Haywood Technical College

9:00-9:30
WORKSHOP ORIENTATION — Bud Gibson

9:30-10:00
HAYWOOD TECH HUMAN RESOURCE DEVELOPMENT PROGRAM
(Slide/Tape Presentation) — Judy Smith

10:00-10:15
BREAK

10:15-12:00
CETA DEFINITIONS, IDENTIFICATION OF STUDENTS
Community Colleges — Gene Robinson
Public Schools — Sam Smith

12:00-1:00
LUNCH (Sheltered Workshop)

1:00-4:00
IDENTIFICATION, EVALUATION, AND PLANNING FOR DISADVANTAGED STUDENTS

1:00-2:15
PART I — Alice Lance

2:15-2:30
BREAK

2:30-3:30
PART II — Alice Lance

3:30-4:00
EVALUATION AND RAP SESSION

Tuesday, June 17

9:00-10:15
CETA PROGRAMS-IDENTIFYING PROGRAM OPTIONS — Barry Hipps, Karen Eve Bayne, Nelson Langley

10:15-10:30
BREAK

10:30-12:00
PROGRAM ALTERNATIVES AND POSSIBILITIES — Bud Gibson

12:00-1:00
LUNCH

1:00-2:00
PUBLIC SCHOOL CETA PROGRAMS IN ACTION
Part I - Swain County High School — Varnol Cochran

2:00-2:30
BREAK

2:30-3:30
Part II - Mitchell High School — Diane Caudill

3:30-4:00
EVALUATION AND RAP SESSION

Wednesday, June 18

9:00 a.m.

MOTIVATION AND DISCIPLINE WITH DISADVANTAGED STUDENTS

Don Farthing and Andy Reese

126133

Thursday, June 19

9:00-11:00
JOB RELATED BEHAVIORS-VOCATIONAL REHABILITATION SERVICES AND OPPORTUNITIES

Nathan Kirkley
Henry Dowling
Ann Woodall

9:00-10:00
Part I

10:00-10:15
BREAK

10:00-11:00
Part II

11:00-12:00
EMPLOYMENT SECRUITY COMMISSION — James McMahan

12:00-1:00
LUNCH

1:00-4:00
BASIC COUNSELING SKILLS FOR TEACHERS
TEACHERS AND COUNSELORS WORKING TOGETHER — Dan Saddler

Friday, June 20

9:00-12:00
INDIVIDUAL AND SMALL GROUP ASSISTANCE-DEVELOPING PLANS
FOR DISADVANTAGED STUDENTS — Dan Saddler

12:00-1:00
LUNCH

1:00- 3:30
SUCCESSFUL COOP — Terri Coble

3:30
EVALUATION AND WRAP-UP

TABLE 49

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VIII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	1	3	1	23	2
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		1	2	22	5
3. Establish an appropriate attitude toward disadvantaged students.		1		15	14
4. Familiar with the legal CETA definition and identification of disadvantaged youth.		1	1	21	7
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.		1	4	20	5
6. Describe several major effects of economic deprivation of disadvantaged students.				20	10
7. Analyze disadvantaged students occupational interest and aptitudes.			2	21	7
8. Identify the specific nature of the students learning difficulty.		2	6	17	5

NOTE The response rating for this particular district is based on 35 participants.

*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 50

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VIII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		1	5	19	5
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.			5	20	5
11. Identify supportive and resource personnel.			2	19	9
12. Identify a variety of community and governmental agency resources.				21	9
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.		1	1	23	4
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.		1	11	18	
15. Develop instructional materials for disadvantaged students.			3	25	2
16. Identify the needed audio-visual materials, equipment, and other teaching aids.			5	18	7
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.			5	20	5

TABLE 51

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION VIII

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.			3	24	3
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.			2	20	7
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			5	23	2
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.			1	17	12
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.			2	21	7
23. Identify and solve problems concerning how to become employable and how to retain a job.			2	19	9
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.			5	22	2
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.			4	21	5

COMMENTS OBTAINED FROM REGION VIII - POST-ASSESSMENT QUESTIONNAIRES:

1. This workshop was the best I have ever attended.

2. Well organized - fast moving workshop - time utilized effectively and all physical needs included in the place - all personnel were most effective in their area.

3. As a T&I classroom teacher who works closely with a vocational lab instructor, I came here with undefined ideas about the disadvantaged/ handicapped program. I leave with clear-cut knowledge, techniques to use in my classroom, a better understanding.

4. The workshop was very enjoyable. Andy Reese and Dan Saddler were very outstanding.

5. Very well planned - covered the most important areas - Excellent workshop.

6. The workshop was informative, beneficial and enjoyable. I feel I was fortunate to be a part of it. Thanks!

7. This past week has been extremely beneficial to me in understanding guidelines that govern the disadvantaged program and in strategies/ techniques for use with the disadvantaged. It is nice to know there are many others experiencing the same kinds of situations that I have experienced. I feel more confident about returning to school next year with new ideas and even more enthusiasm.

8. I am a new teacher of disadvantaged students. Before this workshop, I had no experience working with disadvantaged students. The response ratings indicating confidence are derived from knowledge gained from this workshop.

9. After working in the handicapped program for a year and then attending this workshop, I feel better qualified for next school year.

10. Information presented in this workshop has been very thorough and enlightening to me as a new teacher with disadvantaged. The characteristics and deficiencies of the disadvantaged student are much clearer to me as well as strategies for working on these deficiencies. I have learned many ways of tackling problems and needs of the disadvantaged.

11. Enjoyed immensely the talks which involved actively the group members. People giving informational talks about agencies need to stand up when talking - could have gotten information from pamphlets just as well. Overall, very informative.

DIRECTORY OF PARTICIPANTS

REGION VIII

Workshop Date: June 16-20, 1980

ERWIN, RICHARD - Route 4, Box 405, Asheville, NC 28806

GIBSON, NANCY - 43-2 Caledonia Road, Asheville, NC 28803

LANCE, VENICE G. - Route 4, Box 134, Arden, NC 28704

BROCK, SALLY - Box 4, Hayesville, NC 28904

BURNETTE, EDIE H. - 104 Johnson Street, Canton, NC 28716

STEWART, LINDA - 9 Oak Park Court, Clyde, NC 28721

WILLIS, RUTH - Box 1165, Canton, NC 28716

JONES, EDWARD - Box 844, Sylva, NC 28779

CHARBONNEAU, MS. LEE - Box 3103, Hendersonville, NC 28793

WILLIAMS, RICHARD - 1916 Arlington Place, Hendersonville, NC 28739

GREENE, DAVID - Route 1, Box 1007, Sylva, NC 28779

MCABEE, PAMELA - Route 1, Box 176, Sylva, NC 28779

RUSSELL, MARGIE - Box 64, Webster, NC 28788

BROWNING, ELIZABETH - Route 1, Box 186, Franklin, NC 28734

GENTRY, NORRIS - Box 445, Marshall, NC 28753

CATTANACH, JUDITH - Route 4, Box 721, Marion, NC 28752

CARPENTER, TED - Route 3, Box 232A, Newland, NC 28657

MCKINNEY, ELIZABETH - Box 176, Bakersville, NC 28705

YOUNG, JAKE - Box 394, Spruce Pine, NC 28777

JOHNSON, CHRISTOPHER - 429 Laurel Way, Tryon, NC 28782

METCALF, SAM - Route 2, Rutherfordton, NC 28139

WOOTEN, JOAN - 223 Carolina Avenue, Forest City, NC 28043

GASAWAY, FRANK - Route 1, Bryson City, NC 28713

LINDSAY, MICHAEL - Star Route, Box 16, Bryson City, NC 28713

EDWARDS, HILDA - 104 Tree Haven Drive - Brevard, NC 28712

KRUK, REBECCA C. - Route 1, Box 32-1, Mars Hill, NC 28754

THOMAS, ELAINE - Box 143, Mars Hill, NC 28754

CARSON, PATRICIA H. - Box 6052, Bethlehem Station, Hickory, NC 28601

NICKELL, JIMMIE - 1467 W-4th Street, Winston Salem, NC 27100

ANDREWS, EDWIN R. - Route 1, Box 610, Black Mountain, NC 28711

BUFF, LOU ANN - Route 7, Box 432-B, Morganton, NC 28655

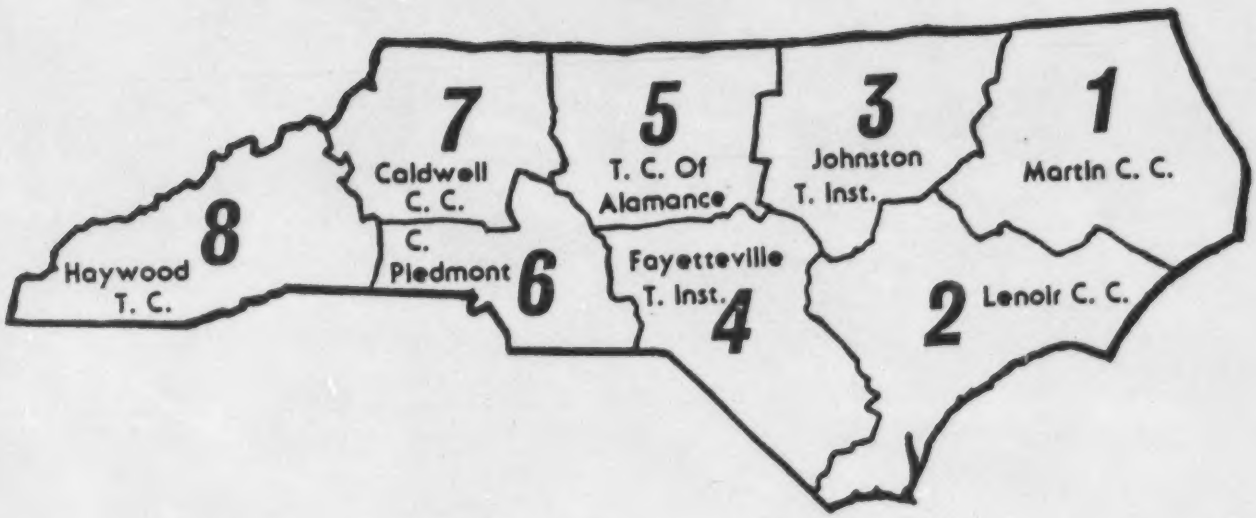
DEAL, LARRY - Route 12, Box 383, Morganton, NC 28655

BRANNON, JULIA - 245 (w) North Mulberry Street, Statesville, NC 28677

EDISON, HANNAH - Box 84, Union Grove, NC 28689

MCKINNEY, RONALD B. - Box 176, Bakersville, NC 28705

SUMMARY



DISCUSSION, CONCLUSION, & RECOMMENDATIONS

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This section provides a discussion and conclusions based on the findings from the pre- and post-assessments. Major accomplishments, as well as suggestions for enhancing the success of vocational teachers working with disadvantaged students, will also be provided. Finally, this report will suggest some recommendations for further study and practice.

General Background Data

Discussion. The demographic data elicited from the pre- and post-assessments revealed that most of the workshop participants were vocational teachers (124 of 245 or 50.8 percent) from comprehensive high schools, and 20.5 percent (50 of 245) were counselors. The administrators/coordinators were (68 of 245 or 27.9 percent) also represented.

Many of the participants in the administrator/coordinator group were identified as CETA personnel, which gave the workshops tremendous depth. Disadvantaged students, as well as others, are quite involved with CETA programs in many of the educational regions throughout the state and country.

The ratio of males versus females revealed that 59 percent of the participants were females. In reality, that means that the men were well represented, primarily because of the overwhelming number of women teaching disadvantaged students. Many of these students come from single-parent homes, and the mother is usually the head of the household. Thus, it would be quite beneficial to many disadvantaged students to have a male teacher to assist in filling that gap or void in their growth and development.

Conclusion. As was expected, the vast majority of the participants were vocational teachers from comprehensive high schools. The reason for this occurrence stems from the guidelines of the project. It was also concluded that most of the participants were women; however, the men were well represented when one compares the total number of men versus women teaching disadvantaged students.

Summary of Pre-Assessment

Discussion. Tables 52, 53, and 54 show the summaries of pre-assessment frequencies and percentages of respondents for eight regional workshops. The computations were based on 245 respondents.

Based on the findings revealed in Table 52, two of the performance task items, 3 and 6, should have been deleted. In item 3, more than 77 percent of the participants indicated that they were confident or extremely confident in performing this particular task item.

Task item 3 concerns "Establishing an appropriate attitude toward disadvantaged students." Obviously, many of these participants have been performing task item 3 prior to the workshop.

In task item 6, more than 52 percent of the participants felt confident in their abilities to "describe several major effects of economic deprivation of disadvantaged students." The remaining task items in table 52 revealed that the participants could use some professional assistance. As can be seen in Table 53, 5 of the task items - 9, 10, 11, 12, and 16, could have been deleted or replaced with some other items.

Task item 9, "Analyzing the local or regional job market and employment trends," had more than 53 percent of the participants feeling confident in performing this particular item. It appears that most of the participants were busy analyzing the job market prior to attending the workshops.

Results of the other four task items, 10, 11, 12, and 16, revealed that more than 51 percent of the participants did not need to go through the workshop activities concerning these items. However, the remaining performance task items were rated equally.

In Table 54, three of the task items, 20, 21, and 23, received very high ratings. Item 20 revealed that 56.4 percent of the respondents felt confident or extremely confident in performing this particular task item prior to attending the workshop. This item pertains to "Encouraging the establishment of appropriate attitudes of other students toward disadvantaged students."

More than 71 percent of the respondents rated item 21 with a high degree of confidence. It appears that many of the respondents were already helping disadvantaged students, as well as others, develop positive attitudes about themselves and the world of work.

The response ratings for item 21, "identifying and solving problems concerning how to become employable and how to retain a job," were quite interesting. Fifty-five percent of the respondents (134 of 245) felt confident in performing this task item, and about six precent (14 of 245) felt extremely confident.

One should keep in mind that the above ratings were based on the prior knowledge of the participants. Thus, some revisions should be made to strengthen the pre-assessment, as well as future in-service workshops.

Conclusions. An analysis of the pre-assessment results revealed that 10 of 25 task items received very high confidence ratings prior to the respondents attending the regional workshop. Thus, it was concluded that additional task items should replace those on a revised pre-assessment questionnaire.

Vocational leaders will be able to provide more effective in-service training to their personnel after completing the revised pre-assessment. The revisions will also reduce boredom and duplication when conducting staff development programs.

TABLE 52

SUMMARY OF PRE-ASSESSMENT FREQUENCIES AND PERCENTAGES OF RESPONDENTS FOR REGIONAL INSTITUTES

TASKS BASED ON THE OBJECTIVES OF THE PROJECT	RESPONSE RATING SCALE					
	Missing Response (1)	Unconfident (2)	Little Knowledge (3)	Undecided (4)	Confident (5)	Extremely Confident (6)
1. Understand the legislation related to disadvantaged students, P.L. 94-482, P.L. 94-142.	2(0.8%)	36(14.8%)	123(50.4%)	40(16.4%)	41(16.8%)	2(0.8%)
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	1(0.4%)	36(14.8%)	111(45.5%)	47(19.3%)	49(20.1%)	0
3. Establish an appropriate attitude toward disadvantaged students.	3(1.2%)	4(1.6%)	13(5.3%)	34(13.9%)	147(60.2%)	43(17.6%)
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	1(0.4%)	38(15.6%)	83(34.0%)	58(23.8%)	57(23.4%)	7(2.9%)
5. Administer diagnostic assessment instruments and techniques of classification and placement of disadvantaged students.	4(1.6%)	42(17.2%)	80(32.8%)	54(22.1%)	58(23.8%)	6(2.5%)
6. Describe several major effects of economic deprivation of disadvantaged students.	5(2.0%)	9(3.7%)	34(13.9%)	67(27.5%)	115(47.1%)	13(5.3%)
7. Analyze disadvantaged students' occupational interests and aptitudes.	4(1.6%)	13(5.3%)	47(19.3%)	72(29.5%)	98(40.2%)	10(4.1%)
8. Identify the specific nature of the students' learning difficulty.	2(0.8%)	18(7.4%)	81(33.2%)	74(30.3%)	65(26.6%)	4(1.6%)

NOTE: The response rating for the above computations is based on 245 respondents.

TABLE 53

SUMMARY OF PRE-ASSESSMENT FREQUENCIES AND PERCENTAGES OF RESPONDENTS FOR REGIONAL INSTITUTES

TASKS BASED ON THE OBJECTIVES OF THE PROJECT	RESPONSE RATING SCALE					
	Missing Response (1)	Unconfident (2)	Little Knowledge (3)	Undecided (4)	Confident (5)	Extremely Confident (6)
9. Analyze the local or regional job market and employment trends.	2(0.8%)	11(4.5%)	44(18.0%)	56(23.0%)	119(48.8%)	12(4.9%)
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	7(2.9%)	8(3.3%)	37(15.2%)	52(21.3%)	132(54.1%)	8(3.3%)
11. Identify supportive and resource personnel.	8(3.3%)	4(1.6%)	37(15.2%)	41(16.8%)	136(55.7%)	18(7,4%)
12. Identify a variety of community and governmental agency resources.	7(2.9%)	6(2.5%)	49(20.1%)	53(21.7%)	114(46.7%)	15(6.1%)
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	8(3.3%)	15(6.1%)	56(23.0%)	71(29.1%)	84(34/4%)	10(4.1%)
4. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	8(3.3%)	43(17.6%)	91(37.3%)	68(27.9%)	33(13.5%)	1(0.4%)
5. Develop instructional materials for disadvantaged students.	8(3.3%)	23(9.4%)	54(22.1%)	65(26.6%)	85(34.8%)	9(3.7%)
6. Identify the needed audio-visual materials, equipment, and other teaching aids.	7(2.9%)	8(3.3%)	58(23.8%)	46(18.9%)	110(45.1%)	15(6.1%)

NOTE: The response rating for the above computations is based on 245 respondents.

TABLE 54

SUMMARY OF PRE-ASSESSMENT FREQUENCIES AND PERCENTAGES OF RESPONDENTS FOR REGIONAL INSTITUTES

TASKS BASED ON THE OBJECTIVES OF THE PROJECT	RESPONSE RATING SCALE					
	Missing Response (1)	Unconfident (2)	Little Knowledge (3)	Undecided (4)	Confident (5)	Extremely Confident (6)
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	9(3.7%)	25(10.2%)	62(25.4%)	86(35.2%)	58(23.8%)	4(1.6%)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning	8(3.3%)	15(6.1%)	57(23.4%)	52(21.3%)	102(41.8%)	10(4.1%)
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	7(2.9%)	19(7.8%)	52(21.3%)	70(28.7%)	86(35.2%)	10(4.1%)
20. Encourage the establishment of appropriate attitudes of other students toward disadvantaged students.	6(2.5%)	9(3.7%)	33(13.5%)	58(23.8%)	131(53.7%)	7(2.7%)
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	6(2.5%)	5(2.0%)	25(10.2%)	34(13.9%)	154(63.1%)	20(8.2%)
22. Familiar with strategies to assist disadvantaged students developing long-range career plans.	5(2.0%)	12(4.9%)	59(24.2%)	93(38.1%)	70(28.7%)	5(2.0%)
23. Identify and solve problems concerning how to become employable and how to retain a job.	6(2.5%)	6(2.5%)	33(13.5%)	51(20.9%)	134(54.9)	14(5.7%)
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	5(2.0%)	32(13.1%)	82(33.6%)	80(32.8%)	41(16.8%)	4(1.6%)
25. Develop and utilize two-way techniques for communication with disadvantaged students and their families.	8(3.3%)	27(11.1%)	68(27.9%)	80(32.8%)	55(22.5%)	6(2.5%)

NOTE: The response rating for the above computations is based on 245 respondents.

Summary of Post-Assessment

Discussion. After completing the workshops, several interesting findings were revealed in the post-assessment. In Tables 55, 56, and 57, the summaries and percentages for 239 respondents were displayed.

As can be seen in Table 55, the vast majority of respondents indicated that they were confident or extremely confident in performing most of the task items. However, on task item 3, four respondents were still undecided about their abilities to "Establish an appropriate attitude toward disadvantaged students." One should keep in mind that more than 77 percent of the respondents felt confident with this item prior to attending the workshop. It appears that no major differences occurred in the pre- and post-assessment for task item 3. Table 55 also revealed that 24 percent of the respondents were still undecided or possessed little knowledge in performing item 8, "Identifying the specific nature of the students learning difficulty." There may be many reasons for this occurrence; however, one will agree that more staff development training is needed.

In Table 56, thirty percent (71 of 239) of the respondents revealed that they were not confident in performing task item 13, "Conducting task analyses to determine competencies needed for vocational educators serving disadvantaged students." A possible explanation for this occurrence stems from the treatment given during the workshops. Some of the regions did not conduct instructional program activities concerning task item 14; thus, the results were indicated in the post-assessments. Further research as well as in-service training is needed in this area.

As can be seen in Table 57, the majority of the respondents were confident or extremely confident in performing most of the task items. However, 33 persons were still undecided or possessed little knowledge in their abilities to perform task item 20, "Encouraging the establishment of appropriate attitudes of other students toward disadvantaged students." It should be noted that more than 50 percent of the respondents indicated a high degree of confidence in the pre-assessment. Thus, it appears that the treatments given in the regional workshops had little effect on the participants concerning the attitudes of other students toward disadvantaged students. However, one can conclude that task item 20 should be deleted and replaced with a more appropriate item.

Conclusions. It was concluded that the vast majority of the respondents were confident or extremely confident in performing most of the task items, as revealed in the post-assessments. The instructional program activities conducted during the workshops were revealed as being quite effective. However, on several occasions, the results indicated that the treatment (instructional program activities) administered was counter-productive. It was also concluded that further research should be conducted on the nature of students' learning difficulty.

TABLE 55

SUMMARY OF POST-ASSESSMENT FREQUENCIES AND PERCENTAGES OF RESPONDENTS FOR REGIONAL INSTITUTES

TASKS BASED ON THE OBJECTIVES OF THE PROJECT	RESPONSE RATING SCALE					
	Missing Response (1)	Unconfident (2)	Little Knowledge (3)	Undecided (4)	Confident (5)	Extremely Confident (6)
1. Understand the legislation related to disadvantaged students, P.L. 94-482, P.L. 94-142		1(0.4%)	10(4.2%)	9(3.8%)	186(77.8%)	33(13.8%)
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students	3(1.3%)		9(3.8%)	7(2.9%)	171(71.5%)	49(20.5%)
3. Establish an appropriate attitude toward disadvantaged students				4(1.7%)	91(38.1%)	144(60.3%)
4. Familiar with the legal CETA definition and identification of disadvantaged youth		1(0.4%)	1(0.4%)	6(2.5%)	134(56.1%)	97(40.6%)
5. Administer diagnostic assessment instruments and techniques of classification and placement of disadvantaged students		2(0.8%)	8(3.3%)	37(15.5%)	162(67.8%)	30(12.6%)
6. Describe several major effects of economic deprivation of disadvantaged students.			1(0.4%)	3(1.3%)	123(51.5%)	112(46.9%)
7. Analyze disadvantaged students' occupational interests and aptitudes			5(2.1%)	15(6.3%)	161(67.4%)	58(24.3%)
8. Identify the specific nature of the students' learning difficulty.		3(1.3%)	11(4.6%)	47(19.7%)	147(61.5%)	31(13.0%)

NOTE: The response rating for the above computations is based on 239 respondents.

TABLE 56

SUMMARY OF POST-ASSESSMENT FREQUENCIES AND PERCENTAGES OF RESPONDENTS FOR REGIONAL INSTITUTES

TASKS BASED ON THE OBJECTIVES OF THE PROJECT	RESPONSE RATING SCALE					
	Missing Response (1)	Unconfident (2)	Little Knowledge (3)	Undecided (4)	Confident (5)	Extremely Confident (6)
9. Analyze the local or regional job market and employment trends.	1(0.4%)		6(2.5%)	23(9.6%)	149(62.3%)	60(25.1%)
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.			4(1.7%)	12(5.0%)	170(71.1%)	48(20.1%)
11. Identify supportive and resource personnel.			2(0.8%)	7(2.9%)	116(48.5%)	111(46.4%)
12. Identify a variety of community and governmental agency resources	3(1.3%)			7(2.9%)	126(52.7%)	103(43.1%)
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	3(1.3%)		3(1.3%)	7(2.9%)	156(65.3%)	70(29.3%)
14. Conduct task analyses to determine competencies neededfor vocational educators serving disadvantaged students.	3(1.3%)	4(1.7%)	7(2.9%)	57(23.8%)	145(60.7%)	23(9.6%)
15. Develop instructional materials for disadvantaged students.	4(1.7%)		3(1.3%)	10(4.2%)	164(68.6%)	58(24.3%)
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	3(1.3%)		5(2.1%)	11(4.6%)	142(59.4%)	78(32.6%)
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	3(1.3%)		1(0.4%)	16(6.7%)	156(65.3%)	63(26.4%)

NOTE: The response rating for the above computations is based on 239 respondents.

TABLE 57

SUMMARY OF POST-ASSESSMENT FREQUENCIES AND PERCENTAGES OF RESPONDENTS FOR REGIONAL INSTITUTES

TASKS BASED ON THE OBJECTIVES OF THE PROJECT	RESPONSE RATING SCALE					
	Missing Response (1)	Unconfident (2)	Little Knowledge (3)	Undecided (4)	Confident (5)	Extremely Confident (6)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning. and	3(1.3%)	1(0.4%)	2(0.8%)	12(5.0%)	172(72.0%)	49(20.5%)
19. Familiar with motivational/reinforcement techniques pertaining to disadvantaged students.	3(1.3%)		1(0.4%)	11(4.6%)	145(60.7%)	79(33.1%)
20. Encourage the establishment of appropriate attitudes of other students toward disadvantaged students.	1(0.4%)		1(0.4%)	31(13.0%)	152(63.6%)	54(22.6%)
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.			1(0.4%)	6(2.5%)	139(58.2%)	93(38.9%)
22. Familiar with strategies to assist disadvantaged students developing long-range career plans.			2(0.8%)	12(5.0%)	162(67.8%)	62(25.9%)
23. Identify and solve problems concerning how to become employable and how to retain a job.			1(0.4%)	9(3.8%)	136(56.9%)	93(38.9%)
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.			3(1.3%)	29(12.1%)	163(68.2%)	44(18.4%)
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.			3(1.3%)	25(10.5%)	160(66.9%)	51(21.3%)

NOTE: The response rating for the above computations is based on 239 respondents.

Major Accomplishments of the Institutes

The major thrust of the regional staff development institutes was to improve educational experiences of disadvantaged students through better trained vocational teachers, vocational counselors, and better linkage with prime sponsors in their respective areas. Based on the data presented, both quantitative and qualitative, many accomplishments were obtained. However, one should keep in mind that some of these accomplishments will not surface until late in the school year.

The following major accomplishments were:

(a) More realistic educational/career planning by disadvantaged students.

(b) Better linkage between secondary education, postsecondary education, prime sponsors and the community.

(c) Vocational teachers and vocational counselors will be more sensitive to the needs of disadvantaged students.

(d) Vocational teachers and vocational counselors will assist in serving as a liaison between disadvantaged students and the academic environment of the school.

(e) Establishing mechanisms to increase information exchange between prime sponsors and educational agencies and institutions.

(f) Vocational teachers and vocational counselors improved their skills for working with disadvantaged students.

(g) Disadvantaged will be more employable and employed.

(h) Increased percentage of disadvantaged students continuing their education into postsecondary education.

Suggestions for Enhancing the Success of Vocational Teachers Working with Disadvantaged Students

1. Learn the student's hobbies, family information, friends, etc. to have a basis to communicate with them.
2. Show respect for their space.
3. Give positive reinforcement that is honest and sincere.
4. Communicate the "why" of things (rationale).
5. Relate the task to the future of the student.
6. Recognize the student outside of class.
7. Help each student to recognize his/her potential.
8. Set up short range goals so that students can see their accomplishments more quickly.
9. Give the students opportunities to express their opinions, desire, interests, goals, etc.
10. Enlist parental support whenever possible.
11. Involve students in activities in which they can be successful.
12. Provide sufficient time for repetition and drill.
13. Provide as much recognition for achievement as possible.
14. Provide a variety of experiences, materials, and presentation techniques.
15. Try to empathize with students.
16. Do not patronize with students.
17. Guide students to discover their own values.
18. Be flexible.
19. Learn counseling skills.
20. Use interests of students as a springboard for lessons and discussions.
21. Let the students know that you accept them as they are.
22. Build movement into the activities for a class period.

23. Set up contracts with students for behavior control and/or academic performance.

24. Use physical contact (touching and pats) when appropriate.

25. Establish eye contact.

26. Relax and laugh with students ("a bird can soar because he takes himself lightly.")

27. Say "thank-you" and "please."

28. Learn student's names and call them by name in or out of class.

29. Work to establish trust.

30. Model appropriate behavior.

Recommendations

As a result of the eight one-week regional institutes reported herein, suggestions were made to improve regional institutes in the future. In addition, several other findings of interest to vocational educators and other persons were revealed. Based upon the findings of this project, the following recommendations are made:

For Practice

1. It is recommended that both vocational counselors and CETA personnel work more closely with vocational teachers. There seems to be little or no articulation between these groups in educating disadvantaged students.

2. It is recommended that more vocational teachers, counselors, administrators and CETA personnel be involved in future in-service staff development workshops, seminars, and conferences concerning disadvantaged students.

3. It is recommended that similar staff development workshops pertaining to disadvantaged students be conducted with the local directors and building principals throughout North Carolina. Thus, these leaders could possibly conduct their own in-service workshops. This endeavor will undoubtedly reach most of the people in the state, as well as enhancing the efforts of the Department of Public Instruction.

For Further Research

1. It is recommended that the project reported herein be replicated with larger samples in order to cross-validate the findings of this project.

2. It is recommended that further investigation be done on the effectiveness of the suggestions that were made by the workshop participants to enhance the success of vocational teachers working with disadvantaged students.

3. It is recommended that further study be done concerning vocational teachers' expectations of disadvantaged students.

4. It is recommended that a follow-up survey be conducted on the participants involved in the eight one-week regional institutes to determine the effects of the institutes six months later.